

## COLLEGE OF ARTS AND SCIENCES

### PROGRAM OF STUDY

#### Introduction

The College of Arts and Sciences at Cornell is a community of about 4,000 undergraduates and 600 faculty members. It is composed of those departments that teach and study the humanities and the arts, the basic sciences and mathematics, the social sciences and history. It is also a college within a university of about 18,000 students and 1,630 faculty members, and this wider community provides strength and diversity beyond what an isolated undergraduate institution can provide. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose writing and research require first-rate academic facilities and whose participation in undergraduate teaching brings to their students the most current ideas in modern scholarship. It is this abundant variety and outstanding quality among many disciplines that gives the college its distinctive character.

The richness of the curriculum is extraordinary; there is no course that all students must take, and there are several hundred from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts means honing one's critical capacities, learning more about oneself in nature and culture, and gaining real experience of views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to select sensible, challenging, and appropriate courses.

Yet the faculty believe that each student's education should have certain common qualities. These include familiarity with several different ways of acquiring knowledge that are reflected in the natural sciences, in the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

#### Summary of Basic College Requirements for Graduation

- 1) Freshman Writing Seminars: Two.
- 2) Foreign language: Up to four courses to obtain qualification in two languages or proficiency in one.

- 3) Distribution Requirement I: Four approved sequences of two full-semester courses. **Applicable through the Class of 1995.** Distribution Requirement II: See below. **Applicable starting with the Class of 1996.**
- 4) Major.
- 5) Electives: Four or five courses (or 15 credits) in courses not used to fulfill other requirements and not in the major field.
- 6) Residence: Eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meets the criteria to accelerate graduation. (See "Acceleration," under the heading "Residence.")
- 7) Minimum number of courses: Thirty-four courses. A 2-credit course counts as half a course; a 6-credit language course counts as one and one-half courses; a 1-credit course does not count toward this requirement. (See under "Courses and Credits," below.)
- 8) Credits: A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 9) Physical education: Completion of the university requirement. Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good standing each semester. See p. 14.
- 10) Application to graduate.

#### Freshman Writing Seminars

See "John S. Knight Writing Program." Freshman Writing Seminars may not also be counted toward any other distribution requirement.

#### Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying another language helps students understand language itself, our fundamental intellectual tool, and opens another culture for exploration. The sooner the student acquires competence, the more useful it will be. Hence work toward the foreign language requirement should be undertaken in the freshman and sophomore years.

The following departments teach foreign languages or literature or both in the College of Arts and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Modern Languages and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* in one language **or**
- 2) by attaining *qualification* in two languages.

#### Proficiency

Proficiency is attained by passing a 200-level (intermediate) Cornell course (or Chinese or Japanese 161) or by equivalent achievement determined by examination (see chart below).

Earning 3 credits on an AP language exam carries with it proficiency only if the student scores high enough on the CASE (Cornell Advanced Standing Exam). In other words, even students who earn advanced placement credit with scores of 4 or 5 on an AP language exam should take the CASE to see if they can be awarded proficiency. On the other hand, earning a 4 or 5 on an AP literature exam in French, Spanish, or German earns proficiency, as well as 3 credits, without the CASE. (Such students should take the CASE anyway to see if they can earn an additional 3 credits in language.)

#### Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in any one language gives qualification in that language. Note that this route to qualification does not guarantee entrance into a 200-level course. If you want to continue studying the language, you must be placed in the appropriate course by a score on an examination. Being placed below the 200-level, however, does not cancel the qualification.
- 2) Passing the requisite course: 102, 123, or 134 in most languages taught by the Department of Modern Languages and Linguistics; Chinese 112–114 or Japanese 160; Near Eastern Studies 102 or 122 in Hebrew, 112 in elementary classical Arabic, 214 in Egyptian Arabic, or 138 in Turkish; Classics 103 or 104 in Greek, 106 or 107 or 108 in Latin, 112 in modern Greek; 132 in Sanskrit; AS&RC 134 in Swahili.

Note: Completion of language sequences 131–132 does not constitute qualification.

- 3) A score of 560 or better on the placement test (either in high school or during orientation week).

You may earn a 560 placement test score at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence. However, with a score of 560, you may decide to take 123 anyway to be better prepared for the 200-level courses.

- 4) Placement into a 200-level course by departmental, sometimes individual, examination at Cornell (in cases where no placement test is available).

#### Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

**Placement**

Entering students who have had two or more years of high school study in a language or who have been awarded credit for language work at another college or university may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school after the last course or at Cornell during orientation. Students may retake a language test a year or more since last taking it.

**Advanced Placement Credit**

Being placed into a 200-level course does not earn credit toward the degree. Credit is earned only for high school work already at the 200-level, in other words, for the equivalent of language courses numbered 200 and above here at Cornell.

The type of examination depends upon the language and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish placement tests: Students need to register for the placement tests with the Department of Modern Languages and Linguistics, 203 Morrill Hall.
- 2) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 3) Ancient and modern Greek: departmental examination, Department of Classics, 360 Rockefeller Hall.
- 4) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 6) Turkish: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 7) Other languages: special examinations, see the professor who teaches the language.
- 8) Students with a placement test score of 650 or above in French, German, and Spanish: the Cornell Advanced Standing Examination (CASE).

Even an eligible student who does not want to do further work in a language may earn 3 or 6 credits and proficiency from the CASE.

Depending on their placement test scores, students are eligible for the courses and Cornell Advanced Standing Examination (CASE) as listed in the charts below. For languages not listed, or for special problems, students should see the professor in charge.

**French**

| <i>Placement Test Reading Score</i> | <i>Language Courses</i>                                    | <i>Literature Courses</i> |
|-------------------------------------|--|---------------------------|
| Below 370                           | 121  |                           |
| 370-440                             | 122  |                           |
| 450-550                             | 123  |                           |
| 560-640                             | 200, 203, or 205   |                           |
| 600                                 |  | 220                       |
| 630                                 |  | 221                       |
| 650 and above                       | Apply for the Cornell Advanced Standing Examination (CASE) |                           |
| AP 4 or 5 in language               |  |                           |
| 3 credits of proficiency            |  |                           |

**German**

| <i>Placement Test Reading Score</i>     | <i>Language Courses</i>                                    | <i>Literature Courses</i> |
|---|--|---------------------------|
| Below 450                               | 121  |                           |
| 450-550                                 | 123  |                           |
| 560-640                                 | 203  | 201                       |
| 650 and above                           | Apply for the Cornell Advanced Standing Examination (CASE) |                           |
| AP 3 or better in language, 3 credits   |  |                           |
| AP 3 or better in literature, 3 credits |  |                           |
| 3 credits of proficiency                |  |                           |

**Italian**

| <i>Placement Test Reading Score</i> | <i>Language Courses</i>                                    | <i>Literature Courses</i> |
|-------------------------------------|--|---------------------------|
| Below 450                           | 121  |                           |
| 450-550                             | 123  |                           |
| 560-640                             | 203  | 201                       |
| 650 and above                       | Apply for the Cornell Advanced Standing Examination (CASE) |                           |
| AP 4 or 5 in language, 3 credits    |  |                           |
| AP 4 or 5 in literature, 3 credits  |  |                           |
| 3 credits of proficiency            |  |                           |

**Russian**

Apply for the Cornell Advanced Standing Examination (CASE)

**Spanish**

| <i>Placement Test Reading Score</i> | <i>Language Courses</i>                                    | <i>Literature Courses</i> |
|-------------------------------------|--|---------------------------|
| Below 370                           | 121  |                           |
| 370-440                             | 112  |                           |
| 450-559                             | 123  |                           |
| 560-640                             | 200, 203, 213  | 201                       |
|                                     | 211  |                           |
| 650 and above                       | Apply for the Cornell Advanced Standing Examination (CASE) |                           |
| AP 4 or 5 in language, 3 credits    |  |                           |
| AP 4 or 5 in literature, 3 credits  |  |                           |
| and proficiency                     |  |                           |

**Distribution Requirement I: Applicable through the Class of 1995**

The purposes of the distribution requirement are to acquaint students with a broad range of subjects and disciplines in the liberal arts and sciences and to provide them with the opportunity to explore new areas.

Accomplishing these purposes is part of the task of freshmen and sophomores. Although completion of the requirements may be spread over the eight semesters, successful introductory course work can be followed up with advanced courses only if undertaken early. For purposes of distribution, subjects are divided into four groups. Each of the first three groups has two subdivisions.

**Group 1**

- a. Physical sciences
- b. Biological sciences

**Group 2**

- a. Social sciences
- b. History

**Group 3**

- a. Humanities
- b. Expressive arts

**Group 4**

- a. Mathematics and computer science
- b. One of the subdivisions not used in fulfillment of groups 1, 2, or 3.

In each of groups 1, 2, and 3, students must take a sequence of two courses (6 or more credits) approved by the department in one subject chosen from either subdivision. For group 4, students are strongly urged to take two courses in mathematics or one in mathematics and another in Computer Science. Those who choose not to satisfy the group 4 requirement with mathematics must choose two courses in one subject from an unused subdivision in group 1, 2, or 3. For example, a student who fulfills group 1 with biology, group 2 with psychology, and group 3 with theatre arts could then complete group 4 with a sequence of two courses from the list below in the physical sciences, history, or the humanities.

Courses fulfilling the distribution requirement are usually taken in the College of Arts and Sciences (with exceptions noted in the list below) and may be taken for S-U grades. Coistribution taken outside of Arts and Sciences do not count toward the 100 "arts" credits required for graduation. Students may petition to take Architecture 181-182, History of Architecture I and II, in the Department of Architecture of the College of Architecture, Art, and Planning, to fulfill the requirement in expressive arts.

**Advanced Placement Credit**

AP credit is meant to place students into the appropriate level of study and to give them credit for their advanced standing. AP credit counts toward the 120 credits and thirty-four courses required for graduation; it does not count as well as toward the required 100 credits in Arts and Sciences courses. The application of AP credit to distribution requirements is different for each group.

**Freshman Writing Seminars.** Students who score 5 on the AP exam in English are exempt from one writing seminar and are awarded three credits. A score of 4 will give three credits but no exemption from a seminar. These students, as well as those who score 700 or better on the College Placement Test in literature or composition, are eligible to enroll, space permitting, in the following freshman writing seminars: English 270, 271, 272.

**Science.** AP credit may be used to fulfill half the distribution requirement in science. Students who place out of two semesters of introductory science may satisfy the distribution requirement with one non-introductory course in that science or with an introductory sequence of two semesters in another science.

**Social sciences or history.** AP credit may not be used to satisfy this requirement.

**Humanities or expressive arts.** AP credit may not be used to satisfy this requirement.

**Mathematics.** AP credit may be used to fulfill the requirement in mathematics.

Here is a complete list of the courses that fulfill Distribution Requirement I.

**Group 1: Physical or Biological Sciences****a. Physical Sciences**

**Astronomy:** Any two courses: 101 or 211, 102 or 212, 107, 201, 202, or any course numbered 300 or above. If 107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, and 106 do not satisfy the distribution requirement for the College of Arts and Sciences, but may satisfy the requirements of some other college.

**Chemistry:** 103, 207, 211, or 215 followed by 104, 203, 204, 208, 216, or 222.

**Geological Sciences:** 101, 103, 111, or 202 plus 102, 104, or 206; or 202 plus 102, 104, or 206.

**Physics:** Any two sequential courses such as 101–102, 207–208, or 112–213, or any combination of the first term of one sequence and the second term of another, such as 101–208. The requirement is also met by any two general education courses from the group 200–206, 209, 210 or by a combination of 101, 112, or 207 with one from the group 200–206, 209, 210.

**b. Biological Sciences**

A two-semester introductory biology sequence selected from Biological Sciences 109–110, or 105–106, or 101/103 plus 102/104, or any combination of the first term of one sequence and the second term of another. Biological Sciences 107–108, offered during the eight-week Cornell Summer Session for 8 credits, satisfies the distribution requirement. Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) satisfies half the distribution requirement in the biological sciences. The remainder of the distribution requirement may be satisfied by an upper-level course (200+) offered by the Division of Biological Sciences (*other than Biological Sciences 200, except by permission of the associate director in the Division*): 202, 205, 206, 208, 209, 301, or 367; Anthropology 101; or Chemistry 222.

**Group 2: Social Sciences or History****a. Social Sciences**

**Africana Studies:** Any two of 171, 172, 190, 191, 208, 231, 280, 290, 301, 302, 344, 345, 346, 352, 400, 410, 420, 451, 459, 460, 481, 484, 485, 495, 550, 571.

**Anthropology:** Any two courses in the Department of Anthropology except Anthropology 275, 371, 474.

**Archaeology:** Archaeology 100 and any one of the following: Archaeology 203, 204, 308, 317, 402, 404, 493, 494, or Anthropology 203, 204, 354, 355, 356, 402, 404, 456, 493, 494, 656, 663, 664, 666.

**Asian Studies:** Any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only Freshman Writing Seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the

same area, or by taking AS 208, 211, 212, 215, or 218, followed by a social science course in that area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

**Economics:** 101, 102, 103, 203, 204, or a combination of one of these courses and any course for which it is a prerequisite if the course is taught by a member of the Department of Economics.

**Government:** Any two of 111, 131 or 231, 161, 181 or 281; or any one of these courses followed by a 300-level course in the same area.

**Linguistics:** 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

**Near Eastern Studies:** Any two NES archaeology courses at the 200 or 300 level that form a reasonable sequence or combination. NES 197 or 198 plus an NES archaeology course will also satisfy the social sciences requirement.

**Psychology:** Any two courses in psychology with the exception of Psychology 123, 276, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 429, 470, 471, 472, 473, 475, 476, 479, 491, 492.

**Science and Technology Studies:** Any two of the following courses: 350, 352, 360, 401, 402, 407, 427, 442, 467, 483.

**Sociology:** Any two of 101, 103, 110, 115, or 101, followed by any course at the 200 level or above in sociology.

**Women's Studies:** (a) Any two of 206, 208, 218, 238, 244, 262, 269, 275, 277, 297, 305, 321, 336, 345, 353, 362, 363, 366, 385, 406, 408, 417, 425, 428, 434, 450, 463, 466, 468, 480, 636; or (b) any one of 210, 365, 454, plus one course from list a. (Appropriate courses in women's studies taken previously may be approved by the program.)

**City and Regional Planning:** 100 and 101.

**b. History**

**Africana Studies:** Any two of 203, 204, 205, 283, 344, 350, 360, 361, 370, 381, 405, 459, 460, 471, 475, 483, 490, 510.

**Asian Studies:** Any two courses in Asian history given by the Department of History and listed under the Department of Asian Studies under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area, or by taking AS 208, 211, 212, 215, or 218 followed by a history course in that area.

**History:** Any two courses in the Department of History, except for Freshman Writing Seminars.

**Near Eastern Studies:** Any two NES history courses at the 200, 300 or 400 level that form a reasonable sequence or combination. NES 197 or NES 198 plus an NES history course will also satisfy the history requirement.

**Science and Technology Studies:** Any two of the following courses: 233, 250, 281, 282, 287, 288, 292, 350, 401, 433, 444, 447, 448, 482, 687.

**Women's Studies:** Any two of 227, 238, 273, 307, 336, 357, 426. (Appropriate courses taken previously may be approved by the program.)

**Group 3: Humanities or Expressive Arts****a. Humanities**

**Africana Studies:** Any two of 202, 211, 219, 422, 425, 431, 432, 455.

**Archaeology:** Archaeology 100 and any of the following: Archaeology 221, 232, 233, 250, 308, 356, 402, 423, 432; Classics 219, 220, 221, 232, 233, 239, 250, 309, 320, 322, 323, 325, 326, 327, 350, 356, 360, 423, 427, 432, 434, 435, 629, 630; Near Eastern Studies 243, 263, 264, 267, 364, 367.

**Asian Studies:** Any two courses in Asian art, literature, religion or cultural history given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by any two courses in the same area, or by taking AS 208, 211, 212, 215, or 218, either using two of these courses as a sequence or by following one with a course in the humanities in that area. Asian Studies 250 together with Religious Studies 101 may also satisfy the humanities requirement.

**Classics:** (a) any two courses in Greek beginning with 201 or in Latin beginning with 205 that form a reasonable sequence, or (b) any two Classical Civilization and/or Art and Archaeology courses, 200-level or above.

**Comparative Literature:** Any two comparative literature courses through the 300 level, excluding Freshman Writing Seminars; 400-level courses with permission of the instructor or the director of undergraduate studies.

**English:** Any two courses in English at the 200 level or above, except English 270, 271, and 272 if used as Freshman Writing Seminars. If students have used English courses to satisfy the expressive arts requirement, they should not take courses numbered in the 80s (e.g., 281, 382) to satisfy the humanities requirement.

**French Literature:** Any two courses from 200, 220, 221 (formerly 201), 222 (formerly 202), or 300-level literature courses.

**German Literature:** Any two courses at the 200 level or above.

**Italian Literature:** Any two literature courses at the 200 level or above.

**Near Eastern Studies:** Any two NES civilization or literature courses at the 200, 300 or 400 level that form a reasonable sequence or combination, including Hebrew 201–202, Intermediate Arabic 211–212, Advanced Arabic 311–312, Intermediate Modern Hebrew 201–202, Advanced Modern Hebrew 301–302. NES 197 or 198 plus an NES civilization or

literature course will also satisfy the humanities requirement.

**Philosophy:** Any two courses with the following exceptions: (1) Philosophy 100, if used to satisfy the freshman writing seminar requirement; (2) a combination of two courses in logic, such as 231, 331, 431, 436.

**Religious Studies:** Relig. St. 101 with Asian Studies 250.

**Russian Literature:** Any two courses at the 200 level or above except 329, 330.

**Science and Technology Studies:** Any two of the following courses: 286, 381, 384, 389, 472, 481, 661, 681.

**Spanish Literature:** Two of 201, 315, 316, 318, or any other 300-level literature courses.

**Women's Studies:** (a) Any two of 248, 251, 264, 341, 348, 349, 363, 365, 366, 374, 390, 402, 404, 445, 451, 456, 460, 474, 475, 476, 481, 491, 492; or (b) any one of 210, 365, 493, plus one course from list a. (Appropriate courses in women's studies taken previously may be approved by the program.)

#### b. Expressive Arts

**Africana Studies:** Any two of 285, 303, 304, 425, 430, 435.

**Anthropology:** Any two of 290, 451, 452, 453, or 455.

**Archaeology:** Archaeology 100 and any one of the following: Archaeology 423; History of Art 220, 221, 223, 224, 320, 322, 323, 325, 326, 327, 423, 427, 432, 434.

**English:** Any two of the courses at the 200 level or above that are numbered in the 80s (e.g., 281, 382).

**History of Art:** Any two courses at the 200 level or above, or Archaeology 100 and one of the History of Art courses listed under Archaeology.

**Music:** 6 credits in music, except freshman writing seminars. A maximum of 4 credits in Music 321-322 and a maximum of 3 credits in Music 331 through 346 and 421 through 450 may be used to satisfy this requirement.

**Theatre Arts:** Any two of the 3- or 4-credit courses at the 200 level or above.

#### Group 4: Mathematics or an Unused Subdivision

##### a. Mathematics and Computer Science

Any 6 credits in mathematics except 104 and not including more than one course from 105 or 403. Computer Science 100, 211, or 212 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 or higher on the CEEB calculus BC examination. Mathematics 109 and Education 005 and 115 (College of Agriculture and Life Sciences) do not count toward satisfying the requirement.

##### b. An Unused Subdivision

A sequence of courses in any one of the subdivisions in groups 1-3 that has not been used to fill that group's requirement.

#### Distribution Requirement II: Beginning with students in the Class of 1996

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter in the liberal arts and sciences and explore areas they may not have explored before.

Attaining these two goals is part of the task of freshmen and sophomores. Although students may complete the requirements over the eight semesters, they can follow up introductory and exploratory course work that proves intriguing with advanced courses only if they have taken the introductory courses early.

Students must take a total of nine courses for the distribution requirement: four courses (of three or more credits each) from Groups 1 and 2 below, at least one of which is from Group 2, and at least two of which are from Group 1: for example, one chemistry, one physics, one geology, and one mathematics; five courses from Groups 3 and 4 below, with at least two in each group and two in the same department: for example, one course in sociology, one in history, one in history of art, and two in Theater Arts. No single course may satisfy more than one distribution requirement, and no freshman writing seminar may satisfy any of the distribution requirements.

Students may use one of the approved interdisciplinary courses for distribution as noted below, but may apply such courses to only one category of the distribution requirement and may not count courses offered or cross-listed by their major department for any category beyond the usual category of the major itself.

##### 1. Physical and Biological Sciences

Anthropology 101, 275, 371, 390

Astronomy 101 or 211, 102 or 212, 107, 201, 202 or any course numbered 300 or above

If 107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, 106 do not satisfy the distribution requirement for the College of Arts and Sciences but may satisfy the requirements of another college.

Chemistry (all courses)

Geological Sciences (all courses)

Physics (all courses)

Bio/Geo 154

Biological Sciences: all courses *except* 152, 200 (unless permission of the associate directed is obtained, 202, 205, 206, 208, 209, 301, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: Bio S 101-104, 105-106, 107-108, 109-110, 160, 170, 192, 201, 207, 212, 246, 275. *Note that introductory biology can only count for distribution credit when taken as a two-semester sequence: 109-110, 105-106, or 101 and 103 plus 102 and 104, or 107-108, or a combination of the first term of one sequence and the second term of another.*

##### 2. Other Science Courses

In fulfilling the science distribution requirement, students must take at least one course in a traditional science department (those listed under Group 1, "Physical and Biological Sciences").

AnSci 100, 150, 212

Anthro 101, 275, 371, 390, 474, 490

Bio & Soc 301

Entom 212

Food 200

Nat Res 201, 210, 301

Pl Br 225

Psych 123

Pl Pa 301

SCAS 131, 231

##### 3. Quantitative and formal reasoning

All courses offered by the Department of Mathematics *except* Math 101 and 109

Biology and Society 202

City and Regional Planning 320

Computer Science 100, 101, 172, 211, 212

Industrial & Labor Relations 210, 211

Linguistics 316

Operations Research & Industrial Engineering 115

Philosophy 231, 331, 431, 436

Physics 205

Physics 209

Physics 210

Psychology 350

Sociology 301

Statistics and Biometry 215

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students should not choose two beginning courses in statistics.

Advanced placement or transfer credit only in mathematics or computer science may be applied to distribution in quantitative and formal reasoning.

Under exceptional circumstances and upon petition, certain Cornell courses not listed above under Group 2, courses such as those appearing on the following auxiliary list, may be used to satisfy the requirement in quantitative and formal reasoning. The petition should provide persuasive rationale both in terms of the student's course of study and in terms of meeting the goals of the requirement.

*Auxiliary list:* Agricultural Economics 310; Agricultural Engineering 151; City and Regional Planning 321; Industrial and Labor Relations 312; Linguistics 421, 450; Psychology 472-473 (a sequence of two two-credit courses which may count only in its entirety as one course); Sociology 420

##### 4. Social sciences and history

Africana Studies 171, 172, 190, 191, 231, 280, 290, 301, 302, 344, 345, 346, 352, 382, 400, 410, 420, 451, 459, 460, 481, 484, 485, 495, 550, 571

Anthropology (all courses except Anthropology 101, 275, 371, 390, 451, 452, 453, 474)

Archaeology 100, 201, 202, 203, 204, 263, 275, 317, 353, 370, 404, 493, 494



Asian studies (courses in Asian anthropology, economics, government, linguistics, or sociology)

City and Regional Planning 100, 101

Economics (all courses except 317, 318, 319)

Government (all courses)

Linguistics (all courses)

Near Eastern archaeology

Psychology (all courses except 123, 276, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 429, 470, 471, 472, 473, 475, 476, 479, 491, 492)

Science and Technology Studies 350, 352, 360, 401, 402, 407, 427, 442, 467, 483

Sociology (all courses)

Women's Studies 206, 210, 218, 220, 238, 244, 262, 269, 275, 277, 281, 305, 321, 345, 353, 362, 365, 366, 372, 385, 406, 408, 416, 417, 425, 428, 435, 438, 450, 454, 455, 463, 466, 468, 478, 479, 480, 493

History

Africana Studies 204, 205, 283, 344, 350, 360, 361, 370, 381, 383, 405, 460, 471, 475, 483, 490, 510

Engineering 250, 292

History (all courses)

Near Eastern Studies 197, 198, and other courses in Near Eastern history

Science and Technology Studies 233, 250, 281, 282, 287, 288, 292, 433, 444, 447, 482, 687

Women's Studies 227, 238, 273, 307, 336, 357, 384, 401, 410, 426, 438, 444

## 5. Humanities and the arts

Africana Studies 202, 211, 219, 422, 425, 431, 432, 455

Anthropology 451, 452, 453, 455

Archaeology 100, 201, 221, 232, 233, 320, 356, 357, 360, 402, 423, 432, 434

Asian Studies (courses in Asian art, literature, religion, or cultural history)

Classics (except Classics 100 and Classics 102 in Summer Session)

Comparative Literature

English

French Literature

German Literature

Italian Literature

Near Eastern Studies (courses in Near Eastern civilization or literature, including languages courses at the 200-level or above)

Philosophy (all courses except courses in logic)

Religious Studies 101

Russian Literature

Spanish Literature

Africana Studies 285, 303, 304, 425, 430, 435

Anthropology 290, 451, 452, 453, 455

Archaeology 423

History of Art

Music (one course of at least 3 credits, excluding musical performance, organizations or ensembles; or two courses, which may include 4 credits in musical performance or 3 credits in organizations or ensembles, but not both)

Science and Technology Studies 286, 381, 384, 389, 472, 481, 661, 681

Theatre Arts (except for technical production studios)

Women's Studies 210, 251, 264, 335, 341, 346, 348, 363, 365, 366, 374, 390, 404, 407, 411, 433, 445, 446, 451, 457, 474, 475, 476, 481, 491, 492, 493, 530, 621, 633, 660

Students may apply up to two courses of approved advanced placement credit in calculus, computer science, and science toward satisfaction of the distribution requirement in Groups 1 and 2 above, provided that they complete at least one science course during their undergraduate career. They may apply no advanced placement credit toward satisfaction of the distribution requirement in Groups 3 and 4. Grades of S-U in courses applied to the distribution requirement are acceptable.

## 6. Breadth requirements

Students must include in their undergraduate curricula at least one course that focuses on an area or a people other than those of the United States, Canada, or Europe, and one course in an historical period before the twentieth century. (Courses focusing on Native American cultures may count toward the breadth requirement.) Courses that satisfy the first breadth requirement, geographical breadth, are marked with a @ when described in this catalogue. Courses that satisfy the second, historical breadth, are marked with a \*. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. They may also apply proficiency in a non-Western language toward the geographical breadth requirement and use courses satisfying distribution, major, or elective (but not writing) requirements in satisfaction of either of the breadth requirements. Advanced placement credit may not be applied to either of the breadth requirements.

## The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major is not intended to define a student's intellect or character or to lead to a lifetime's occupation, although it may do the latter. By majoring, students focus the full extent of their imaginative and intellectual capacities on something they care about and sharpen their minds in the process.

Sophomores must be accepted by departments as majors before registering for courses for the junior year. Most departments and programs specify certain prerequisites for admission to the major; students should consult the departmental listings on the following pages. A department may refuse to accept into the major any student whose performance does not meet departmental

standards. To seek admission into a major, students take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major department.

**Available majors.** Majors are offered by each of the departments. There are also majors in Africana studies, American studies, archaeology, biology and society, dance, religious studies, Russian and East European studies, and women's studies.

Students may count as "arts" credit two or three courses (sometimes more for independent majors) taken outside the college, which the adviser approves as part of the major.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options."

Students are responsible for completing their majors according to the regulations and with the approval of their departments. Courses that fulfill major requirements may not be taken for S-U grades.

## Double Majors

One major only is required for graduation. Some students choose to complete two majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors will be posted on the official transcript. Courses from a second major can fulfill the requirement of 15 elective credits (4-5 courses.) Double majoring often results in a narrower, less interesting curriculum than a single major with well-selected, advanced-level electives or a concentration, especially if the majors are in closely related fields.

## Electives

Of the thirty-four courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting curriculum. Students must complete four or five courses or at least 15 credits offered outside the major field and not used to fill another requirement. Students may group electives to form a concentration separate from their major or even a second major. Some choose to explore a variety of subjects. Electives taken in other divisions of the university may be used to gain practical training or specialized knowledge. Some students develop a concentration in one particular department or subject outside arts and sciences. Students who choose to complete two majors may count courses in one of those majors as "electives."

## Residence

Eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the research university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible.

Approved study abroad, SEA Semester, and Cornell-in-Washington are considered semesters of residence, but students may spend no more than two semesters on such programs and must be on campus during their last semester.

Semesters of extramural study in the Division of Continuing Education and Summer Sessions do not count as semesters of residence.

Transfer students from other institutions must spend a minimum of four semesters on the Cornell campus in Ithaca. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the internal transfer division or in the college. Mid-year freshmen who study full-time in an approved curriculum at another institution during the fall preceding their matriculation in the college may, but need not, count that semester as a semester of residence.

Students occasionally enter with advanced placement credit from other institutions, take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept credit for such courses, if they are comparable to courses at Cornell. Students may not count such credit, however, as part of the 100 credits required in the College of Arts and Sciences. They may use such credit to replace a term of residence if they petition to accelerate (see below), but such credit must be earned before the last semester. Students may not leave the college after fewer than eight semesters of residence and complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell.

**Acceleration.** Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students should discuss their plans with their major adviser and an assistant dean, and must meet certain requirements in addition to those required of other students.

1. Accelerants must meet either condition *a* or *b*:
  - a. Complete *sixty* credits before the beginning of the last four semesters and complete the prerequisites for admission to the major in time to spend *four* semesters in the major.
  - b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University, and approved for the major, may count as College of Arts and Sciences credit.
2. All accelerants are required to complete 100 credits at C or above.
3. Students may not use credits earned while on required leave of absence to reduce their terms of residence.
4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters in residence. Transfer students, both from other institutions and from Cornell, must spend at least four semesters in the college on campus in Ithaca.

**Ninth term.** Students may spend a ninth term in residence only with permission of the Committee on Academic Records. Such permission is normally granted only under circumstances such as the following:

1. Students who could graduate in eight semesters should do so. If they have a worthy academic plan for a full ninth or tenth semester, the senior dean can approve that plan and ask the registrar of the college to enroll that graduated student as a special student for the additional work. Such a status allows the student to enroll in a full schedule of courses for full tuition, but allows them financial aid only from loans or outside agencies, not from Cornell funds.
2. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as an extramural student.
3. Students who have been ill or have an exceptionally compelling academic plan for a ninth or tenth semester may be allowed by petition to the Committee on Academic Records to remain as regularly matriculated undergraduates in the college.
4. Dual-degree students, who are pursuing a formalized five-year university curriculum, will continue to be eligible for financial aid for ten semesters.
5. Students attracted late to a field with a hierarchical curriculum—physics, for example—may be allowed ninth or tenth semesters upon petition.
6. Students who are academically under-prepared for the curriculum at Cornell and need to begin with a lighter schedule of courses than normal may be allowed ninth or tenth semesters upon petition.

**Part-time study.** Students are allowed to study part-time (through the university's Division of Continuing Education), during their eight semesters of residence only if they present convincing academic or medical reasons for a reduced schedule, if they are Ithaca residents who are twenty-three years of age or older, or if they meet the following criteria, which are adhered to absolutely:

- 1) A student who has completed all degree requirements by the end of the seventh term, and could have received permission to accelerate, may receive permission to study part-time during the eighth term.
- 2) A student who has received permission to accelerate, but who has been forced to drop a course (for reasons beyond his or her control) and has not been able to complete the course work on schedule, may be able to complete the requirements as a part-time student.
- 3) A student writing an honors thesis who can complete all degree requirements by taking two or fewer courses, one of which is the thesis itself, in the eighth semester may be permitted to register for part-time study.

## Courses and Credits

Students must complete at least thirty-four courses to graduate, that is, an average of four courses during each of six semesters and five courses during each of two semesters. A 3- or 4-credit course counts as one course; a 2-credit course counts as one-half course. Single-credit courses do not count as part of the thirty-four except in certain cases when they form a part of a series (certain offerings in biology, music, and theatre arts for instance) and two in the same series can be aggregated to count as one-half course. A 6-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as 10 credits and 2 1/2 courses each. Biology 364, for 6 credits, and most other 5- or 6-credit courses count as one course. Archaeology and geology fieldwork for more than 6 credits count as 2 courses each. Biology 281 counts as 1.5 courses. Other 5- or 6-credit courses count as one course.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences, to earn the Bachelor of Arts degree. Courses approved for study abroad and courses taken in certain off-campus residential programs may be counted toward the 100 credits required within the college and also toward the required thirty-four courses. Advanced placement credits and credits earned in other colleges at Cornell, or in any subject at U.S. institutions other than Cornell, do not count as part of the 100. The only exception is for courses (usually no more than three) that a department accepts from other colleges at Cornell as fulfilling major requirements.

A course may not be used to fulfill more than one college requirement, with the following exceptions.

- 1) A course may be used to fulfill a distribution requirement and also a major requirement, provided that the major adviser agrees.
- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities.
- 3) Courses may count toward breadth requirements and toward any other requirement except freshman writing seminars.

**Repeating courses.** Students occasionally repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades will appear on the transcript and will be included in any average that is calculated, but credit will be counted toward the degree only once. Students who plan to repeat a course should submit a petition to the college registrar's office, M46 Goldwin Smith Hall. If the original course grade was F, no petition is necessary to repeat it.

**Transferring credit.** The college evaluates credit received from either another school or college at Cornell University or another accredited institution of collegiate rank to determine the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. Credit evaluations are normally

provided to external transfers at the time they are notified of their admission.

Transfer students must successfully complete at least 60 credits and sixteen courses at Cornell; they must be in residence for four regular semesters. Summer session does not count toward the residence requirement. Advanced placement credit awarded by other colleges, either at Cornell or elsewhere, will be re-evaluated by the college and may not be accepted.

**Advanced placement credit.** See p. 5.

**Summer session credit.** A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. The college registrar's office, M46 Goldwin Smith Hall, can supply approval forms and information. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college (including some summer programs that prepare for a regular semester abroad.) Three credits may be earned in such pre-session summers abroad, which are counted in some cases as out-of-college credit. Transcripts from other institutions should be sent to the college registrar's office, M46 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed in a summer session away from Cornell should have transcripts sent to the college registrar's office, M46 Goldwin Smith Hall, during the summer before matriculation. Credits completed in Cornell summer sessions will be given automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

**Noncredit courses.** The college does not grant credit toward the degree for every course offered by the university. Courses in remedial or developmental reading (for instance, Human Ecology 100) and supplemental science and mathematics courses offered by the Learning Skills Center, carry credits that are counted toward good standing in a given semester but not toward graduation. Typing, shorthand, and military training courses are among those for which credit is not given and which do not constitute part of the 12 credits required for good academic standing. Faculty legislation strictly prohibits granting credit toward the degree for service as an undergraduate teaching assistant, even though the department may record credit for such service on the transcript.

**Auditing.** The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but do not fit into their schedules for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not, of course, appear on the student's schedule or transcript.

## Physical Education

See "University Requirements for Graduation," p. 14. The college does not count physical

education credit toward the 120 credits required for graduation, nor toward the twelve credits required for good standing each semester.

## SPECIAL ACADEMIC OPTIONS

### Degree Programs

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

#### Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors if they want to pursue an interest that cannot be met within an established major. Proposals for an independent major must be supported by a faculty adviser and are assessed by a board of faculty members. Board members consider whether the plan is equivalent in coherence, breadth, and depth to a departmental major, whether it is well suited to the student's academic preparation, and whether it provides a liberal education. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Academic Advising Center, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

#### College Scholar Program

The College Scholar Program frees up to forty students in each class from the usual college requirements for a degree and allows them to design their own curricula. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: Some, for instance, pursue diverse interests, while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive special permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the distribution requirements, although members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply at the end of their first spring semester in the college. Students should contact the Academic Advising Center, 55 Goldwin Smith Hall, for further information.

### Dual Degree Programs with Other Colleges

Ambitious and diligent students who want both a liberal arts education and professional training may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the College of Architecture, Art, and Planning. Dual Degree Programs ordinarily take five years to complete, and students are eligible for five years of financial aid. Students enter one of these colleges as freshmen or sophomores and begin the dual degree program with the second college in the second or, in some cases, the third year. For further information students should contact Assistant Dean Saraydar, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

### Double Registration with Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School or Cornell Medical College, or the Johnson Graduate School of Management, is possible. A few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. Students with eight or fewer credits to complete may apply to enter the Master's of Engineering program during the eighth semester.

Students interested in the joint program with the Law School or the Graduate School of Management, or the Master's of Engineering program should see the dean for the senior class, Academic Advising Center, 55 Goldwin Smith Hall.

Students registering simultaneously in the college and in the Cornell Medical College receive the Bachelor of Arts degree after the first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed. Interested students should contact the health careers coordinator, 203 Barnes Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in College of Arts and Sciences courses.

### Teacher Education in Science and Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a university program jointly conducted by the department of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching degree (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates, usually during their sophomore year.

For more information, contact the TESM student support specialist at 255-9255 or the program coordinator, D. Trumbull, 255-3108.

### Special-Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program.

Some student organize electives as or around a core of courses in a discipline or department. Such informal minors are not noted on the transcript.

### Concentrations and Informal Minors

Interdisciplinary concentrations, described in the pages following the descriptions of the departments and their curricula, provide structures for organizing electives. Completed concentrations are noted on the transcript.

### Independent Study

Independent study affords students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study. Ask for a form in the Office of Records and Scheduling, M46 Goldwin Smith Hall. In one semester students may earn up to 6 credits with one instructor or up to 8 credits with more than one instructor.

### Undergraduate Research Program

The Undergraduate Research Program enables students to gain firsthand experience in scholarly research by participating in a faculty member's research project. Participation is recognized by course credit, since the program emphasizes what students will learn rather than what they will contribute to the project. However, students sometimes make contributions of a very high order and publish the results of their work.

Besides learning research methods that are appropriate to the discipline, students gain awareness of their own research interests and abilities, self-discipline, new insight into the subject matter, and the pleasure of working as scholar-apprentices with professors and other students who share a common interest.

Students interested in this program should see Assistant Dean Williams, Academic Advising Center, 55 Goldwin Smith Hall.

### Language Study

More than forty languages are taught in the College of Arts and Sciences; some of them are available only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages through the joint efforts of the Department of Modern Languages and Linguistics and the departments that specialize in literary and cultural study: the Africana Studies and Research Center and the departments of Asian Studies, Classics, German Studies, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

### FALCON Program (Full-Year Asian Language Concentration)

FALCON allows students who are interested in the Far East to study Chinese, Japanese, or Indonesian exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities here to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China, Japan, or Southeast Asia.

### Language House Program (136 Goldwin Smith Hall)

Daniel H. Evett, academic administrator

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German, Italian, Russian, Spanish, and Mandarin Chinese. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills.

### Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward completion of this concentration because they are interested, not because they believe it will convince law schools of their interest.

The adviser for students in the College of Arts and Sciences who are applying to law school is Assistant Dean Cox, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

### Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall.

### Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

### Study Abroad

In 1993-94, 200 students in the college studied abroad in dozens of places all over the world (see the section on Cornell Abroad in the introductory pages of *Courses of Study*). When planning study abroad, students should consult with their advisers and with Barbara Lantz, assistant dean for international programs, in 55 Goldwin Smith Hall.

A request to study abroad must have the support of the faculty adviser and the approval of the college. A successful application will include a strong statement about the academic purpose of the study abroad and its relation to the student's curriculum at Cornell.

Students are expected to carry a full course load as defined by the university or program they attend and may earn a maximum of 30 credits for a year or 15 credits for a semester abroad. These credits count as part of the 100 required within the College of Arts and Sciences. On returning, students are responsible for demonstrating that the work undertaken abroad was completed satisfactorily (at C or above) and seek final approval for the work from the appropriate departments. Although in most cases course work satisfactorily completed in an approved program will qualify for Cornell credit, students will want to know before they go abroad what materials to bring back with them to be prepared to present a strong case for receiving a full semester's or year's credit.

Students studying abroad must be in good academic standing the semester before departure. No more than two semesters abroad are allowed. Normally, transfer students entering as juniors will not be allowed to study away from Cornell. Seniors who wish to study abroad during their **final semester** must petition the college for permission to do so, but such permission is only rarely granted.

### Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in New York State, Central America, South America, and the Mediterranean region. Students should contact the Archaeology Program for information about the sites currently available.

### Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine and New Hampshire coasts. Students should contact the Division of Biological Sciences for further information.

### Cornell-in-Washington

The Cornell-in-Washington program offers students from all colleges within the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington program offers two study options: 1) studies in public policy, and 2) studies in the American experience. The program also offers a unique externship opportunity: students serve as externs in a federal agency, congressional



office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. For further information, see p. 19 or inquire at 131 Sage Hall, 255-4090. Seniors who wish to study in Washington during their final semester must petition the college for permission to do so. See Dean of Seniors Thak Chaloemtiarana, 55 Goldwin Smith Hall, 255-5004.

### Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the Academic Records Committee for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact the Academic Advising Center, 55 Goldwin Smith Hall.

## ADVISING

The following advisers and offices provide academic advising or information on college procedures and regulations.

### Faculty Advisers

All students are assigned a faculty adviser. The adviser helps students design programs of study and advises them about ways to achieve their academic goals. Advisers and new advisees meet first during orientation week to plan the student's program. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic program and to become better acquainted. Academic difficulties may frequently be solved or avoided if students and advisers recognize problems early. Advisers and advisees meet at least once each semester to discuss courses for the following term.

Students who would like to petition for an exception to college rules should discuss the matter with their advisers.

Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available.

### Student Advisers

Each new student is also assigned a student adviser who can provide information about the college's requirements, courses, and instructors and about life at Cornell.

### Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they make many of their most important academic decisions at Cornell. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including

honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

### Academic Advising Center

The Academic Advising Center, 55 Goldwin Smith Hall, 255-5004, and the Office of Admissions, 172 Goldwin Smith Hall, 255-4833, serve as resources for faculty and student advisers and for students themselves and their parents. The advising deans are available to help students define their academic and career goals and to help with special academic options and exceptions to college rules:

Patricia M. Dougherty, college registrar—255-5051

Lourdes Brache, assistant dean and adviser for minority students—255-4833

John Chiment, assistant dean for freshmen—255-5004

Gerry Cox, assistant dean, pre-law adviser, and coordinator of outside scholarships—255-4833

Ken Gabard, assistant dean and adviser for internal transfer students—255-4833

Barbara Jo Lantz, assistant dean for study abroad and international programs—255-5004

Steve Saraydar, assistant dean and adviser for mid-year freshmen and dual degree students—255-4833

Maria S. Terrell, assistant dean for sophomores and juniors—255-5004

Janice Turner, assistant dean for minority programs and premedical adviser—255-5004

Peggy Walbridge, assistant dean and adviser for transfer students—255-4833

Marilyn Williams, assistant dean for undergraduate research and academic integrity—255-5004

## REGISTRATION AND COURSE SCHEDULING

### Registration with the University

All students must register with the university at the beginning of each semester. Students may register if they are academically eligible and have paid their tuition. Registration materials are available at a time and place announced each term by the Office of the University Registrar.

### Enrollment in Courses in the College of Arts and Sciences

Students must enroll in courses through the college registrar's office, M46 Goldwin Smith Hall.

### New Students

The Academic Advising Center conducts briefings during orientation week for incoming freshmen and transfer students about scheduling courses.

### Continuing Students

Continuing students are expected to select and schedule courses in advance during the

previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and may have difficulty securing places in the courses they most want. Students may schedule up to five courses during the course enrollment (preregistration) period. Information and materials will be available in the college registrar's office, M46 Goldwin Smith Hall. Before signing into courses, students should make appointments with their faculty advisers to plan their programs. Course enrollment (pre-registration) is the best time to discuss long-range goals with faculty advisers. Students who do not have majors must submit an academic plan, approved by their faculty adviser, with their proposed schedule. All students are welcome to discuss programs and plans with an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall, or in the Binenkorb Center, 172 Goldwin Smith Hall.

Continuing students receive their course schedules at university registration. In the fall they also receive a copy of their transcript and a record of their progress toward the degree, which show the courses taken, grades received, graduation requirements fulfilled, and academic actions. These are not official transcripts, but they reflect the official record and should be corrected in the college registrar's office if they are incorrect.

### Limits on Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students should average 15 credits per semester. (AP credit and/or summer credits may reduce these numbers.) At a minimum, students must carry twelve credits per semester; if for compelling personal or academic reasons students need to carry fewer than twelve credits, they should consult their faculty adviser and the assistant dean of their class. Permission is by petition only. Completion of fewer than twelve credits without permission results in unsatisfactory academic standing. First-term freshmen must petition to register for more than eighteen credits; other students may register for more than eighteen credits a term only if their previous term's average was a B or higher. No more than twenty-two credits may be taken in a regular semester without permission of the Committee on Academic Records. Students who fail to seek approval for excess credits from the committee run the risk of having only 18 credits for the semester count toward the degree.

Any student who is not officially enrolled in a schedule of courses by the end of the third week of classes may be withdrawn from the college.

### Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently or

if, for any other reason, the situation requires some other response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

**Attendance** in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Academic Advising Center will notify instructors when requested to do so, but students must arrange to make up examinations or other work with their instructors. When students will be absent because of religious holidays or athletic competitions, they must discuss arrangements for making up their work with their instructors. Students who must miss an examination should be sure to contact the professor in advance. Alternative arrangements are at the discretion of the instructor.

### Adding and Dropping Courses

After course enrollment (preregistration), students may not adjust their schedules until the new term begins. All program changes for juniors and seniors must be approved by the department and also by the faculty adviser. During the first three weeks of the semester, students may change courses without petition. Add/drop forms are available in the college registrar's office, M46 Goldwin Smith Hall.

After the third week of classes, students may petition to add courses, and between the seventh and twelfth weeks petition to drop courses, if (1) the instructor approves; (2) the adviser approves, and (3) no issue of academic integrity is at stake. Students petitioning to withdraw from a course after the seventh week of the term must meet with an assistant dean.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses. After the midpoint of a short course, students who wish to add or drop the course must petition to do so.

### Leaves of Absence

Taking time off from college to think about goals and progress, to gain additional experiences or funds, or just to take a break from studying is sometimes useful to students. Those in good standing who take a leave before the beginning of any semester or by the end of the seventh week of the semester are welcome to register in the college the following semester. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types.

- 1) *Personal leaves* impose no conditions concerning the right to reenter the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves* are granted by the college only upon recommendation by a physician from Gannett Health Center. Such leaves are granted for at least six months and up to five years with the understanding that the student may return

at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.

- 3) *Conditional leaves* may be granted if the student is not in good standing or, in unusual circumstances, after the seventh week of the term. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met.
- 4) *Required leaves:* The Academic Records Committee may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an assistant dean in the Academic Advising Center. On readmission, the student's graduation date will be recalculated according to the number of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation.

Students who take courses elsewhere while on leave may petition to have credits accepted as out-of-college credits allowed toward the 120 credits needed for graduation. Approval depends on the judgment of the relevant departments and acceptable grades. Credits earned during a leave do not count toward the eight semesters of residence unless a student petitions successfully to accelerate. See the section "Residence." Credits earned during a required leave may not be used to reduce the terms of residence.

### Withdrawals

A withdrawal is a voluntary severance of connection with the university. If a student wants to withdraw after registering for the term, the withdrawal must be requested before the end of the seventh week of classes to avoid grades of "W" on the transcript. A notation of "W" will appear on the transcript for any course dropped after the seventh week. On withdrawal it is assumed that the student will not reregister in the college. Students seeking readmission after withdrawing from the college must write to the Committee on Academic Records for permission. If a student fails to register for a term and does not request a leave, the student will be withdrawn from the college for failure to register.

### Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor at the new school or college.

In some cases students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with superior grades and without any grades of *Incomplete*, any S-U grades (unless only

S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. Interested students should see Assistant Dean Gabard, in Arts and Sciences Admissions, 172 Goldwin Smith Hall.

## ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree, and they are expected to earn grades of C (not C-) or better in at least 100 of the total credits for the degree.

### Application to Graduate

In the first semester of their senior year, students must complete an application to graduate so that the college can check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements.

*Meeting graduation requirements is the student's responsibility;* problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted. Seniors will receive applications and instructions in their packets at College Registration in Barton Hall.

**Degree dates.** There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May; students graduating in January are invited to a special recognition ceremony in December.

**The degree:** The College of Arts and Sciences grants the A.B. (or B.A.) degree. A.B. is the abbreviation of the Latin name for the degree: "Artium Baccalarius," or translated into English, B.A.: "Bachelor of Arts."

## Honors

### Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college. The criteria are subject to change from semester to semester and are available in the College Registrar's Office, M46 Goldwin Smith Hall.

### Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have

satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

### Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of their seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

### Failure to Maintain Good Academic Standing

Students are not in good academic standing if they complete fewer than 12 credits; receive more than one D, or one D in a schedule with only three courses, or any F or U grades; if they have not made satisfactory overall progress in grades or credits (whether due to failures or incompletes) or in the requirements of the college or the major. Such students will be considered for academic action by the Committee on Academic Records or one of the deans of the college.

### Academic Actions

**Warning.** Any student who fails to maintain good standing will at least be warned. The warning may be given by an assistant dean in the college or by the faculty's Committee on Academic Records. A warning is posted on a student's unofficial college transcript but is not reported to the university registrar and does not appear on official transcripts.

**Required leave of absence.** A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must submit a plan for completing the degree. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required leave of absence" and the date are posted on the student's transcript.

**Required withdrawal.** The Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits,

or the requirements of the major. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information to present.

## GRADES

### Letter Grades

See Grading Guidelines.

### S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in relatively new subjects without being under pressure to earn high grades. It is not meant to reduce the amount of work a student completes in a course or the amount of effort a student devotes to a course. Students must select their grading option during the first three weeks of the term (virtually no exceptions to this deadline), although the S-U option is contingent upon the instructor's willingness to assign such grades. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, language, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

### Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control that are acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade earned if the work is not completed by that date. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve any incompletes with their instructors before graduation.

## R Grades

R designates two-semester or year-long courses. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

## Grade Reports

Grade reports for the fall term are included in spring-term registration materials; grade reports for the spring term are mailed to students at their home addresses.

## Class Rank

The college does not compute class rank.

## CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

|  | Fall                              | Spring                |
|--|-----------------------------------|-----------------------|
| First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.  | Sept. 26                          | Feb. 27               |
| Last day for adding courses without petition.  | Sept. 16                          | Feb. 10               |
| Last day for changing grade option to S-U or letter.   | Sept. 17                          | Feb. 10               |
| Second deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information. | Nov. 21                           | April 3               |
| Last day for requesting leave of absence or withdrawal for the current term.   | Nov. 18                           | April 21              |
| Last day for dropping courses without petition.  | Oct. 14                           | March 10              |
| Deadline for applying to study abroad.   | See Cornell Abroad, 474 Uris Hall |                       |
| Course enrollment (pre-registration) for the following term (tentative).   | Oct. 19–<br>Nov. 2                | March 29–<br>April 12 |
| Last day to petition to drop a course.   | Nov. 18                           | April 21              |
| Deadline for applying to the College Scholar Program.  |                                   | April 26              |
| Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.                                      | Dec. 1                            | May 1                 |

## ADMINISTRATION

Don Randel, dean — 255-4146

Elizabeth Adkins-Regan, associate dean — 255-4147

Phillip Lewis, associate dean — 255-4147

Lynne S. Abel, associate dean for undergraduate education — 255-3386

Thak Chaloemtiarana, associate dean and director of admissions — 255-7061

Jane V. Pedersen, director of administration and finance — 255-7507

## Courses and Departments

### SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of interdisciplinary programs described in the section following the departmental program descriptions.

### GENERAL EDUCATION COURSES

The introductory and advanced courses offered by departments in their respective disciplines and fields comprise the bulk of the curriculum in the College of Arts and Sciences. Most of these courses are accessible to almost all students who are interested in them. However, the faculty of the college also offers general education courses, including interdisciplinary courses for a broad audience, courses that provide insight into a particular discipline for students who are not specializing in that field, and courses for advanced students who consider a discipline in terms of its history, its presuppositions, or its relation to other branches of knowledge. The following courses have been identified by the various departments of the College of Arts and Sciences as particularly appropriate, by that definition, for general education. For full course descriptions consult the departments' sections of the catalog.

#### American Studies

See Special Programs and Interdisciplinary Studies.

#### Archaeology

Several members of the Archaeology Program offer general education courses suitable for nonmajors. These are listed under the departments that offer archaeology courses, such as the departments of Anthropology, Classics, History of Art, and Near Eastern Studies. The Archaeology Program itself also offers:

**ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)**

Fall. 3 credits.  
T. P. Volman.

#### Asian American Studies

See Special Programs and Interdisciplinary Studies.

#### Asian Studies

**ASIAN 208 Introduction to Southeast Asia @**

Spring. 3 credits.  
Staff.

**ASIAN 211 Introduction to Japan @**

Fall. 3 credits.  
K. Brazell.

**ASIAN 212 Introduction to China @**

Spring. 3 credits (4 credits with a special project; consult instructor for information).  
E. Gunn.

**ASIAN 215 Introduction to South Asian Civilizations @**

Fall. 3 credits (4 credits with a special project; consult instructor for information).  
D. Gold.

**[ASIAN 218 Introduction to Korea @**

Spring. 3 credits. Not offered 1994-95.  
D. McCann.]

#### Classics

**CLASS 211 The Greek Experience #**

Fall. 3 credits.  
F. Ahl.

**CLASS 212 The Roman Experience #**

Spring. 3 credits.  
D. Mankin.

**CLASS 217 Initiation to Greek Culture #**

Fall. 4 credits.  
P. Pucci.

**[CLASS 218 Initiation to Roman Culture #**

Spring. 4 credits. Not offered spring 1995.  
Staff.]

**CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #**

Fall. 3 credits.  
J. Coleman.

**CLASS 220 Introduction to Classical Archaeology (also History of Art 220) #**

Spring. 3 credits.  
J. Coleman.

**[CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #**

Fall. 3 credits. Not offered 1994-95.  
J. Coleman.]

**CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223) #**

Spring. 3 credits.  
J. Rusten.

**[CLASS 235 Modern Greek Poetry and Politics (also Comparative Literature 235)**

Fall. 3 credits. Not offered 1994-95.  
G. Holst-Warhaft.]

**CLASS 236 Greek Mythology (also Comparative Literature 236) #**

Fall or summer. 3 credits.  
D. Mankin.

**[CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237) #**

Spring. 3 credits. Not offered 1994-95; next offered 1996-97.  
K. Clinton.]

**[CLASS 238 The Ancient Epic and Beyond #**

Fall. 3 credits. Not offered 1994-95; next offered 1995-96.  
H. Pelliccia.]

**[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #**

4 credits. Not offered 1994-95; next offered 1995-96.  
K. Clinton.]

**[CLASS 339 Ancient Wit (also Comparative Literature 339) #**

4 credits. Not offered 1994-95; next offered 1995-96.  
F. Ahl.]

**[CLASS 363 Representations of Women in Ancient Greece and Rome (also Women's Studies 363) #**

Spring. 4 credits. Not offered 1994-95.  
L. S. Abel, J. Ginsburg.]

**CLASS 480 Roman Society and Politics under the Julio-Claudians #**

Spring. 4 credits.  
J. Ginsburg.

#### English

See, in the department's listing, "Courses Primarily for Nonmajors."

#### Geological Sciences

**GEOL 101 Introductory Geological Sciences**

Fall, spring, summer. 3 credits.  
2 lec, 1 lab, field trips, evening exams in the fall term. Fall, staff; spring, staff.  
Observation and understanding of the earth, including oceans, continents, coasts, rivers, valleys, and glaciated regions; earthquakes, volcanoes, and mountains; theories of plate tectonics; the origin, discovery, and development of mineral and water resources. Use of topographic and geologic maps, recognition of minerals and rocks, and field trips to Cascadilla Gorge, Fall Creek, and Enfield Glen.

**GEOL 102 Evolution of the Earth and Life (also Bio S 170)**

Spring. 3 credits. Geological Sciences 101 recommended.  
2 lec, 1 lab, field trips, weekly quizzes, no midterm. J. L. Cisne.

Earth systems and their evolution. Earth history's astronomical context. Plate tectonics, continental drift, and their implications for climate and life. Coevolution of life and the atmosphere. Precedents for ongoing global change. Dinosaurs; mass extinctions; human ancestry. Laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

**GEOL 103 Introductory Geology in the Field**

Fall. 3 credits. Limited to 35 students.  
1 lec, 1 field trip or lab, 1 rec.  
A. L. Bloom.

The subject matter of Geol 101, Introductory Geological Sciences, taught as much as possible by field trips in the campus and vicinity on foot and by bus. Weekly field trips until November introduce most of the major topics of the course, supplemented by lectures, recitations, and labs later in the term.



**GEOL 104 The Sea: An Introduction to Oceanography (also Biological Sciences 154)**

Spring. 3 credits.

2 1-hr lects, 1 2 1/2-hr lab. A. L. Bloom, C. Greene.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and non-science majors. Topics include: sea-floor spreading and plate tectonics; marine sedimentation; chemistry of seawater; ocean currents and circulation; the oceans and climate; ocean ecology; coastal processes; marine pollution and waste disposal; marine resources.

**GEOL 109 Dinosaurs**

Fall. 1 credit.

1 lec.

An entry-level survey course for those interested in dinosaurs who may lack a science background. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

**[GEOL 111 To Know the Earth**

Fall. 3 credits. Not offered 1994-95.

2 lects, 1 lab, and field trips. J. M. Bird.

A course to acquaint the non-scientist with the earth. Geology as an intellectual challenge, a provider of resources, an environment, a danger, a base for culture, and a science among sciences. The story behind landscapes, mountains, earthquakes, volcanoes, oceans, gold, petroleum, and icecaps. The record of the past, the context of the present, the forecast for the future.]

**GEOL 202 Environmental Geology**

Spring. 3 credits.

2 lects, 1 rec, lab or field trip. D. E. Karig. Geologic processes that affect or are affected by human society, including stream behavior and floods, earthquakes, land stability and mass-wasting, and volcanic hazards. Applications of geology to engineering, natural resources, and land-use planning. Local examples discussed and visited on short field trips. Best taken as an introduction to geology, for students with primary interests in other environmental sciences.

**GEOL 206 Geologic Perspective on Global Change**

Spring. 3 credits. Prerequisites: Geol 101, 102, 201, or permission of instructor.

3 lects. Kodjo Attoh.

Principles that govern the interactions among the principal components of the climate system (atmosphere, oceans, lithosphere and solar radiation), are used to reconstruct Earth's climates from the geologic record. Continental climate record in rocks. Geological forcing/responses to climate change.

**German Studies****GERST 320 Postwar German Novel**

Spring. 4 credits.

I. Ezergailis.

**GERST 330 Political Theory and Cinema (also Comparative Literature 330, Government 370, and Theatre Arts 330)**

Fall. 4 credits.

G. Waite.

**GERST 383 Faust in Legend, Literature, and the Arts (also Comparative Literature 383)#**

Fall. 4 credits.

L. M. Olschner.

**GERST 413 Women Around Freud (also Comparative Literature 412 and Women's Studies 413)**

Spring. 4 credits.

B. Martin.

**History of Art**

All 200-level courses and some 300-level courses. See department listing.

**Psychology****PSYCH 326 Evolution of Behavior**

Fall. 4 credits

T R 2:55-4:10. R. Johnston.

**PSYCH 418 Psychology of Music**

Spring. 3 or 4 credits.

T R 10:10-11:25. C. Krumhansl.

**Russian Literature****[RUSSL 207 Readings from Russian Culture #**

Fall. 3 credits. Not offered 1994-95.

M W F 1:25. G. Shapiro.]

**[RUSSL 208 Readings from Russian Culture II**

Spring. 3 credits. Not offered 1994-95.

M W F 1:25. G. Shapiro.]

**[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #**

Spring. 4 credits. Not offered 1994-95.

T R 2:55-4:10. P. Carden.]

**RUSSL 367 The Russian Novel (also Comparative Literature 367) #**

Spring. 4 credits.

T R 8:40-9:55. G. Gibian.

**[RUSSL 373 Chekhov #**

Spring. 4 credits. Not offered 1994-95.

T R 1:25-2:40. S. Senderovich.]

**Sociology****SOC 101 Introduction to Sociology**

Fall and spring. 3 credits.

Fall, S. Caldwell. Spring, H. A. Walker.

This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No background experience is presumed; necessary skills are covered in class and section meetings.

**SOC 103 Introduction to Sociology: Microsociology**

Fall. 3 credits.

D. P. Hayes.

An introduction to microsociology, focusing on concepts and theory of social processes within small groups, including the family. Emphasis is on leadership, conformity, social

influence, cooperation and competition, distributive justice, and micro-analyses of interaction.

**SOC 110 Introduction to Economy and Society**

Fall and spring. 3 credits.

V. Nee.

Modern social thought arose out of attempts to explain the relationship between economic change and the social transformations that gave rise to the contemporary world. Classical theorists from Marx, Weber, and Durkheim to Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and structural theories, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

**[SOC 115 Utopia in Theory and Practice**

Spring. 3 credits. Not offered 1994-95.

D. Strang.

This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structure that can work from those that cannot?

**SOC 204 Race and Ethnic Relations**

Fall. 3 credits.

This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, in the world of work, and in the larger society. Topics: Inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.

**SOC 215 Organizations: An Introduction**

Spring. 3 credits.

S. Han.

This is an introductory course in the study of organizations. We will start by taking a look at various examples of organizing, including a street gang in a Boston neighborhood, General von Moltke's Prussian army, a government agency, and an industrial corporation. These brief glimpses serve as exercises in looking behind and beyond diverse rhetoric for common patterns in organizational phenomena. We will consider these both from the inside and outside perspectives. The focus of the course is upon research scholarship, not the training of managers. Nonetheless, the analytical skills you will acquire are applicable to work in firms, government agencies, and nonprofit organizations.

## AFRICANA STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

## AKKADIAN

See Department of Near Eastern Studies.

## AMERICAN STUDIES

See "Special Programs and Interdisciplinary Studies"

## ANTHROPOLOGY

D. H. Holmberg, chair; R. Ascher, T. C. Bestor, J. Borneman, J. Fajans, D. J. Greenwood, J. S. Henderson, B. J. Isbell, A. T. Kirsch, B. Lambert, K. S. March, E. Povinelli, P. S. Sangren, V. Santiago-Irizarry, J. T. Siegel, M. F. Small, R. J. Smith

Anthropology is unique in that it takes humanity in its broadest sense as its subject matter. It is a discipline that stresses the world's cultural diversity by means of a comparative perspective. This means that anthropologists are interested in cultural differences in and among modern societies, cultural change over time and the evolutionary history of our species. As we look ahead to the twenty-first century, anthropology prepares students to think globally about humankind as thinkers, actors, builders, and as living organisms in a complex and fragile ecosystem.

The three branches of anthropology are archaeology, biological anthropology, and sociocultural anthropology. Archaeologists collect and interpret the record of the past to extend our understanding of human history and social change. That record tells the story not only of "ancient" societies, but also of the rise of civilizations that were the direct forebears of the contemporary nations that we know today. Archaeology also tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, among other themes. Biological anthropologists focus on the natural history of our species. This involves the study of human anatomy, genetics, nutrition, and ecology. In addition, study of our phylogenetic cousins, nonhuman primates, and our fossil record helps biological anthropologists study the diversity of behaviors, social relationships, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions—among the many other means human beings invent to create and reproduce social life around the world. Sociocultural anthropologists collect data primarily through ethnographic fieldwork, that is, months or years of participating and observing in the societies they study.

Together, the three branches of the discipline offer an integrated approach to the immense diversity of human experience. Through its subject matter, theories, and methods, anthropology also offers students a chance to integrate the three divisions of the university: the humanities, social sciences, and natural sciences. Each branch of anthropology

involves these three subject areas in different ways. For purposes of distribution requirements in the College of Arts and Sciences, most courses in anthropology satisfy the social science requirement and the requirement for geographic and cultural breadth. Some anthropology courses also fulfill the biological sciences requirement or the requirement for historical breadth.

The major is designed to offer students opportunities to study all three branches of anthropology, through courses on particular topics (e.g., agriculture, religion, or economics), on world areas, and on theoretical problems. The requirements for majors are outlined below. Within the major, students may design their own specialties in consultation with a faculty adviser. Specialties may be developed through any combination of 300- and 400-level courses in the department, independent study, courses in related fields, and honors work.

### The Major

- 1) The major in anthropology requires completion of Anthropology 101 and 102. Preferably, these courses will be taken in the freshman or sophomore years.
- 2) Students who major in anthropology:
  - a) Take at least one course at the 200 level or above in each of categories III, IV, V, VI, and VII from the listing below. In satisfaction of this requirement, no course may be used to fulfill more than one category.
  - b) Develop one or more areas of specialization within the discipline in consultation with his or her faculty adviser. Examples of such specializations might include sociocultural anthropology, anthropological archaeology, theory and history, and biological anthropology.
  - c) Take a total of 32 credits of course work above the 100 level. Up to 8 credits of course work in cognate disciplines related to the student's specialization may be accepted for the major with the permission of the faculty adviser.
  - d) When appropriate, special provisions for meeting major requirements may be arranged with the faculty adviser's approval.

**Honors.** Honors in Anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an Honors Thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee at the end of their junior year. To qualify for the Honors Program, a student must have at least a 3.2 grade point average, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying for the program and being admitted as a candidate by the Honors Committee, the student will conduct original research and write a publishable-quality thesis. This thesis will be evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. While working on the thesis during the senior year, students may enroll in Anthropology 491 (fall)

and/or 492 (spring) for credit. The credits are variable and grades for these courses are given by the faculty research adviser and based on performance during thesis research and writing.

**Facilities.** The biological anthropology laboratory (McGraw 303) houses an extensive collection of materials for teaching purposes, including: 1) human skeletal remains, 2) articulated skeletons and cranial casts of strepsirrhine primates, 3) articulated monkey skeletons, 4) casts of ape crania and postcrania, 5) casts that demonstrate the human fossil record including early nonhuman primate ancestors, the Australopithecines, and members of our genus *Homo*. In addition, the department has an extensive collection of archaeological and ethnological materials housed in the Anthropology Collections.

### Special Programs

Specialized individual study programs are offered in Anthropology 497-498, Topics in Anthropology, open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should also note that most 600-level courses are open to them if consent of the instructor is obtained.

The Department of Anthropology holds colloquia throughout the academic year. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

Undergraduate anthropology majors have also established an anthropology club, which sponsors educational and social events in conjunction with graduate students and faculty in the department.

### I. Introductory Courses

Note: For additional freshman writing seminars in anthropology, see "Freshman Writing Seminars" and the John S. Knight Writing Program's special brochure.

#### **ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind**

Fall. 3 credits.

Faculty.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$5.

#### **ANTHR 102 Introduction to Anthropology: The Comparison of Cultures**

Spring. 3 credits.

E. Povinelli.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as

they are expressed in social, economic, and ritual practices. In this encounter the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

**ANTHR 103 The Scope of Anthropology**  
Fall and spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of Anthropology 101 or Anthropology 102. S-U grades only. Staff.

This course is intended for majors in anthropology, prospective majors. Each week a different member of the faculty in anthropology at Cornell will make a presentation on the nature of their work within the field and discuss their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

**ANTHR 200 Cultural Diversity and Contemporary Issues (also HASP 200) @**

Fall. 3 credits.

V. Santiago-Irizarry.

This course will introduce students to the meaning and significance of forms of cultural diversity. Drawing from films, videos, and selected readings, students will be confronted with different representational forms that portray people in various parts of the world and they will be asked to examine critically their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economics, kinship, religion, and politics as well as their interconnections and dependencies between and within world areas. The course will focus on the life of Hispanic Americans in the United States to consider issues of representation, cultural diversity and "political correctness," nativism and nationalism, race and ethnicity, institutional culture, gender, and language.

## II. Courses Intended Primarily for Majors

**ANTHR 491 Honors Thesis**

Fall. Credit to be arranged. Prerequisite: consent of the Honors Committee. Intended for majors graduating in mid-year.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

**ANTHR 492 Honors Thesis**

Spring. Credit to be arranged. Prerequisite: consent of the Honors Committee.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

**ANTHR 497-498 Topics in Anthropology**

497, fall; 498, spring. Credit to be arranged. Intended for undergraduate students only.

Hours to be arranged. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

## III. Archaeological Courses

See also courses listed under Archaeology.

**[ANTHR 202 Interpretive Archaeology (also ARKEO 202)]**

Fall. 3 credits. Not offered 1994-95.]

**ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)**

Spring. 3 credits.

T. P. Volman.

For course description, see ARKEO 203.

**ANTHR 204 Ancient Civilizations (also Archaeology 204) @#**

Fall. 3 credits.

J. S. Henderson.

An introduction to the archaeology of early civilizations, especially in Mesopotamia, Egypt, India, China, Mexico, and Peru. Emphasis is on the emergence of the first complex societies and their key institutions (the state, kingship, cities, markets, writing, among others). The nature of complex societies and strategies for investigating them archaeologically are considered as general issues.

**[ANTHR 216 Ancient Societies @#**

Fall. 3 credits (4 by arrangement with instructor). Not offered 1994-95.]

**ANTHR 317 Stone Age Archaeology (also Archaeology 317)**

Fall. 4 credits.

T. P. Volman.

For course description, see ARKEO 317.

**[ANTHR 352 Interpretation of the Archaeological Record**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 355 Archaeology of Mexico and Central America @#**

Spring. 4 credits.

J. S. Henderson.

A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Special topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

**[ANTHR 370/670 Environmental Archaeology (also ARKEO 370/670)]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 493 Seminar in Archaeology: The Aztecs (also Archaeology 493) @#**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 494 Seminar in Archaeology: The State (also Archaeology 494) @#**

Spring. 4 credits. Not offered 1994-95.]

## IV. Biological and Ecological Anthropology

**[ANTHR 275 Human Biology and Evolution (also Biological Sciences 275 and Nutritional Science 275)]**

Fall. 3 credits. Not offered 1994-95.]

**[ANTHR 371 Human Paleontology (also Biological Sciences 371)]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 390 Primate Behavior and Ecology**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)**

Spring. 5 credits. Limited to 16. Prerequisite: one year of introductory biology or Anthropology 101 or permission of instructor by preregistration in E-231 Corson. Offered alternate years.

K. A. R. Kennedy.

Practical exercises and demonstrations of modern approaches to the methodology of physical anthropology. Emphasis on comparative human anatomy, osteology, description of skeletal and living subjects, paleopathology, skeletal maturation, and relevant field techniques for the archaeologist and forensic anthropologist. This course includes the dissection of a profused non-human primate.

**[ANTHR 490 Primates and Evolution**

Spring. 4 credits. Not offered 1994-95.]

## V. Sociocultural Anthropology

**[ANTHR 211 Nature and Culture @**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 290 Filming Other Cultures (also Theatre Arts 290) @**

Spring. 3 credits. Not offered 1994-95.]

**ANTHR 305 Emotion, Gender, and Culture (also Women's Studies 305) @**

Fall. 4 credits.

B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) an historical perspective on cross-cultural studies of psychology and cognition. It is appropriate for students majoring in anthropology, women's studies, psychology, cognitive studies, and human development and family studies.

**[ANTHR 306 Ethnographic Description**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 313 Anthropology of the City @**

Fall. 4 credits.

T. Bestor.

An examination of the sociocultural structure and process in urban settings, with emphasis on the role of rural migrants, the relationship of urbanism to political and economic development, the role of voluntary associations, and the adjustment of family and kinship groups to urban life. Asian, African, and Latin American urban centers are emphasized.

**[ANTHR 314 Applied Anthropology @**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 320 Myth, Ritual, and Symbol @**

Spring. 3 or 4 credits. To receive 4 credits, students must take a section to be announced.

J. Fajans.

This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboo, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). It will examine

both the roles of specialists (spirit mediums, curers, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

**ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also Women's Studies 321) @**

Fall. 4 credits.

K. S. March

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world

**ANTHR 322 Magic, Myth, Science, and Religion (also Religious Studies 322) @**

Fall. 4 credits.

A. T. Kirsch.

Surveys various classic anthropological perspectives on the role of religion as a cultural system in human life. Magic, myth, and ritual as cultural markers of and solutions to endemic contradictions, tensions, and transitions are explored. Inquiries into the role of science as cultural system and the present state and prospects for religion in the present and future.

**ANTHR 323 Kinship and Social Organization @**

Spring. 4 credits.

B. Lambert.

Much of this course is a survey of forms of the family, descent groups, and marriages systems. The role of age and sex in the social structure is also considered. The last part of the course is devoted to a history of the British and American family and to its fate in utopian communities.

**[ANTHR 326 Economic Anthropology @**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context**

Fall. 4 credits.

V. Santiago-Irizarry.

Rule-making and dispute resolution are integral aspects of social reality in any culture. The ways in which conflict is treated and interpreted—to be then deflected or resolved—articulate with other cultural domains such as religion, politics, and economics as part of the material and symbolic processes that enable sociocultural interaction. At issue then are the formal and processual means that the treatment of conflict takes in different societies. These means constitute frames for the definition of social experience that are used by social actors in the interpretation of events within the terms of an overriding sociocultural logic that is in turn refigured by these interpretive frames.

**[ANTHR 329 Indigenous Rights, Contemporary Hunter-Gatherers, and the Nation-State @**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 332 Culture and Performance, and Performing Culture**

Fall. 4 credits.

B. J. Isbell.

This course has two goals: 1) to examine the anthropology of non-western cultural performances such as: the Japanese tea ceremony, rites of passage, curing and initiation ceremonies in diverse cultures, and 2) to "perform anthropology" through

dramatic readings of epic poems, myths, and experimental plays. The course will focus on diverse materials from Latin America, Asia, and Africa.

**[ANTHR 380 State, Nation, and Everyday Life**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 385 Sex, Morality, and the Law (also Women's Studies 385)**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 400 The Craft of Anthropology: Ethnographic Field Methods**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 406 The Culture of Lives (also Women's Studies 406) @**

Spring. 4 credits.

K. S. March.

This seminar will look at persons, lives, cultures, and methods in anthropological life history materials. Throughout the seminar we will attend to the evolution of interest in, forms of, and uses for life history materials in anthropology, with special attention to differences in men's and women's lives and life (re)presentations.

**[ANTHR 408 Gender Symbolism (also Women's Studies 408) @**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 417 Person, Gender, and Song (also Women's Studies 416) @**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 424 Anthropology Amongst the Disciplines @**

Fall. 4 credits.

J. T. Siegel.

Anthropology is distinguished amongst the disciplines in depending on a notion of the not-yet conceptualized, the encounter with which is thought to provide an inassimilable element into thinking about culture and society. The course provides a history and assessment of this idea and illustrations of its embodiment, particularly in studies of ritual.

**[ANTHR 427 The Anthropology of Everyday Life @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Women's Studies 428) @**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 430 Music and Ritual (also MUSIC 430) @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 436 Language, Culture, and Society @**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 439 Culture and Power**

Fall. 4 credits.

B. Povinelli.

This course explores the relationship between culture and social power in multi- and cross-cultural contexts through theoretical and ethnographic texts. It looks at competing theories of culture including structural, hegemonic and dialogical approaches and how they related to marxist, postmarxist and postmodernist approaches to political-economy and power. How do beliefs, perceptions, and outlooks organize the way that power is constructed and distributed in complex "heteroglossic" societies? Why do certain cultural beliefs and practices dominate any given society? How do political-economic institutions and practices influence or structure

cultural outlooks? Finally, how are the notions of subordination, resistance, and oppression altered depending upon how one conceives of culture and social power?

**[ANTHR 440 Health and Healing in Cultural Perspective**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 441/625 Children, Literature, and Society (also Asian Studies 451/625) @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 451 Anthropological Boundaries @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 452 Portraits, Profiles, and Life Histories @**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 453 Visual Anthropology**

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited by appropriate space for showing work. S-U grades only. Fee for film screening and maintenance, \$20.

R. Ascher.

The expression of ideas about the human condition through original drawings, graphics, paintings, photographs, cinema, sculpture, and video that take the *person as subject*. Writing can be combined with visual expression, as, for example, in concrete poetry or photographic essays. Projects must conform to two general guidelines: (1) the student must have prior knowledge of the medium chosen or concurrent course work in it, and (2) the project must be one that can be developed throughout the course and benefit from its particular setting. In the first half, the creative work of others is studied. For example, we read Spiegelman's MAUS and view films made by both anthropologists and the people whom they visit. The second half is devoted to hour-long progress reports and discussions of the work of people in the course.

**[ANTHR 455 Theatre of Anthropology @**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 460 Culture and International Order**

Spring. 4 credits. Not offered 1994-95.]

## VI. Area Courses

**ANTHR 230 Cultures of Native North America @#**

Fall. 4 credits.

B. Lambert.

A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

**ANTHR 333 Ethnology of the Andean Region @#**

Spring. 4 credits.

B. J. Isbell.

This course will begin with the examination of the consequences of two pressing contemporary issue sin the Andes: The Shining Path and the Drug War in Bolivia. Then we will consider a number of anthropological studies on diverse aspects of Andean culture including: economy, social structure, gender, religion; as well as cosmology, and astronomy



with emphasis on concepts of time, memory and history. The course will conclude with discussion of the impact of the conquest on the Inka Empire.

**[ANTHR 335 People and Cultures of Mainland Southeast Asia @**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 336 Peoples and Cultures of the Pacific @**

Fall. 4 credits.

J. Fajans.

An overview of the ethnography of Micronesia, Polynesia, and Melanesia, exploring the historical relations between these regions as well as the geographical, social and cultural differences among them. In addition to an ethnographic survey of the region, the course will focus on what an anthropological study of this part of the world has contributed to general anthropological theory. In this context, there will be a special focus on the analysis of systems of gender, kinship and descent, exchange and trade, and on the life cycle and social construction of the person.

**ANTHR 339 Peoples and Cultures of the Himalayas @**

Spring. 4 credits.

K. S. March.

A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

**[ANTHR 343 Religion, Family, and Community in China @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 344 Male and Female in Chinese Culture and Society @**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 345 Japanese Society @**

Fall. 4 credits.

R. J. Smith.

A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics to be emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

**[ANTHR 348 Folklore of India (also Asian Studies 348) @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 350 Topics in the Anthropology of Europe**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 433 Andean Thought and Culture @#**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 443 Religion and Ritual in Chinese Society (also Religious Studies 443) @**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 444 Japanese Social Organization**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 448 Contemporary Approaches To South Asian Anthropology @**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 456 Mesoamerican Religion, Science, and History @#**

Fall. 4 credits.

J. S. Henderson.

An introduction to belief systems in ancient Mexico and Central America, emphasizing the blending of religion, astrology, astronomy, myth history and prophecy. Interpreting text and image in pre-Columbian books and inscriptions is a major focus.

**ANTHR 477 Ethnology of Island Southeast Asia @**

Fall. 4 credits.

S. Shiraishi.

The peoples and cultures of Island Southeast Asia (Indonesia, Philippines, Singapore, and Malaysia) will be discussed. The region today has been affected by historical encounters with other parts of Asia (China, India), the Islamic world, and Europe. European colonialism and the formation of nation-states mark the most recent, significant events in the area. These events produced concepts such as "tropics," "native temperaments," "exotic cultures," and the "modern European world," which was also part of the local landscape. We will examine the role that ethnographic writings have played in this plural world. The class will read ethnographic texts, historical and contemporary studies of national political cultures, fiction, and biographies and will view films. The main topics include: colonialism, commerce religion, education, class and culture, nationalism, art and theatre, violence, state and family, development, the tropic rainforest and the environment.

## VII. Theory and History of Anthropology

In addition to the courses listed here, Anthropology 390 may also be used to satisfy the theory requirement.

**[ANTHR 402 Archaeological Research Design (also Archaeology 402)**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 404 Approaches to Archaeology (also Archaeology 404) #**

Spring. 4 credits. Prerequisite: permission of instructor.

Staff.

An exploration of the concepts that have shaped archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

**ANTHR 412 Contemporary Anthropological Theory @**

Spring. 4 credits.

B. Lambert.

A survey of the assumptions anthropologists make concerning the nature of society and culture and the explanations they have proposed for social behavior, values, belief systems, and ritual. Problems of social continuity and change will be addressed by way of theories of process, conflict, and transaction. Problems of cross-cultural understanding will be explored through

interpretative and structural studies of symbolism, ritual, mythology, concepts of the person, and cultural logic. Examples will be drawn from Western and non-Western societies, past and present.

**[ANTHR 414 Anthropology and History**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 420 Development of Anthropological Thought**

Fall. 4 credits.

J. Fajans.

An examination of the history and development of anthropological theory and practice. The course will focus on the differences and continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

**[ANTHR 426 Ideology and Social Reproduction @**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 495 Classic Theorists Seminar**

Fall. 4 credits.

A. T. Kirsch.

This seminar will concentrate on the writings of Freud, Durkheim, and Weber, major figures in the shaping of contemporary social science. In particular, our concern will be how the works of these three classic theorists contributed to the development of holistic anthropological perspectives as well as to a variety of specialized developments such as "culture and personality" studies, "structural-functional" analysis, and "cultural-symbolic" studies.

## VIII. Graduate Seminars

600-level courses are open to undergraduates who have fulfilled the prerequisites or by consent of the instructor.

**ANTHR 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also Women's Studies 600, German Studies 600)**

Fall. 4 credits.

B. Povinelli, B. Martin.

The course examines sexuality as a product of historically and culturally situated discourses and focuses on sexuality in both Western and non-Western cultures. We are particularly interested in the critical role played by "sexuality" in the formation of the disciplines of anthropology, psychoanalysis, and cultural theory in the nineteenth-century, and in the imbrication of race and sexuality in those formations. For that reason, we will begin with nineteenth-century medical, psychiatric, anthropological, sexological, psychoanalytic, and literary texts and concentrate on the legacy of these discourses on contemporary social practice and cultural theory. Although the course is organized around "sexuality," we will attend consistently to its connections with other discursive and social axes, e.g., race, gender, class, religion.

**ASIAN 601 Southeast Asia Seminar: To be announced**

**ASIAN 602 Southeast Asia Seminar: To be announced**

**[ANTHR 603 Production, Exchange and Value**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 607-608 Special Problems in Anthropology**

607, fall; 608, spring. Credit to be arranged. Intended for graduate students only. Hours to be arranged. Staff.

**[ANTHR 610 Language of Myth (also Classics 610 and Comparative Literature 615)]**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 612 History of Anthropological Thought**

Spring. 4 credits.

A. T. Kirsch.

Readings in original sources of importance to the development of anthropological thought.

**NS 612 Methods of Assessing Physical Growth in Children****[ANTHR 614 Reading in the Ethnographic Tradition (1880-1960)]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 615 Reading Contemporary Ethnographies (1960-1990)]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 616 The Cultural Production of the Person]**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia**

Spring. 4 credits.

A. T. Kirsch.

This seminar will examine the various conceptual and analytical strategies employed by social scientists in the study of Buddhism especially in South and Southeast Asia. Problems of religious complexity, the social correlates of Buddhism, and the role of Buddhism in social change will be explored.

**[ANTHR 620 Participatory Action Research: Anthropological Perspectives]**

Fall. 4 credits. Not offered 1994-95.]

**ANTHR 621 Gender and Culture (also Women's Studies 621)**

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of Anthropology/Women's Studies 321 and permission of instructor.

K. S. March.

This seminar is intended for advanced students planning further study or research on gender issues and desirous of an anthropological perspective on them. It explores the topics, questions, and readings of Anthropology/Women's Studies 321 in greater depth and with attention to the special research interests of the participants each year.

**[ANTHR 625/441 Children, Literature, and Society (also Asian Studies 625/451)]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 626 Problems in Economic Anthropology]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 627 Seminar in Ethnobotany: To be announced (also Biological Sciences)]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 628 Political Anthropology]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 629 Chinese Ethnology]**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 630 The Philosophy of Money**

Fall. 4 credits.

J. T. Siegel.

This course will examine varieties of exchange that take place in the form of money. It will focus on the following topics: Myths surrounding money and theories of its origins. The condition of its circulation: money economies versus those based on gift-giving, gambling, and prostitution. The treatment of money in psychoanalysis, its psychic and literary thematization, particularly in relation to gender, race, and anti-semitism. Anthropological material from non-Western cultures will also be introduced. Readings will include the work of Simmel, Marx, Freud, Bataille, and Derrida.

**[ANTHR 631 Kingship and Cultural Identity in Mesoamerica: Interpretive and Comparative Issues]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 632 Andean Symbolism]**

Spring. 4 credits. Not offered 1994-95.]

**[ANTHR 633 Andean Research]**

Fall or spring. 4 credits. Not offered 1994-95.]

**ANTHR 634-635 Southeast Asia: Readings in Special Problems**

634, fall; 635, spring. Credit to be arranged. Hours to be arranged. Staff.

**[ANTHR 636 Cognition and Classification]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 637 Anthropological Perspectives on Human Rights, Democracy, and Violence in Latin America]**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 639 The Feminine Symbolic**

Spring. 4 credits.

B. J. Isbell.

A number of French and British feminists have constructed challenges to Lacan's reading of Freud in regard to the Feminine Symbolic as the 'symbolism of lacking a Phallus.' This seminar will address this literature from an anthropological perspective by comparing the Feminine Symbolic in diverse cultural constructions of sexual difference, desire, the body, identity, power and the subject. Each participant will write a research paper on the feminine symbolic in a specific culture using art, ritual, texts, myths, or popular culture as the material to be analyzed. Hopefully a wide range of cultures will be represented by participants to allow discussion of the anthropological application of the theoretical framework under consideration.

**ANTHR 640-641 South Asia: Readings in Special Problems**

640, fall; 641, spring. Credit to be arranged.

Hours to be arranged. D. H. Holmberg,

K. S. March.

Selected readings in society, religion, and culture in South Asia.

**ANTHR 644 Research Design**

Spring. 4 credits.

T. Bestor.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying of appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying

appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar, and students will complete a proposal suitable for submission to a major funding agency in the social sciences.

**ANTHR 645 Japanese Ethnology**

Fall. 4 credits.

Hours to be arranged. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations. A reading knowledge of Japanese is strongly recommended.

**[ANTHR 648 Marriage and Death]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 649 Narrative and the Analysis of Culture]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 651 Anthropological Boundaries: Seminar on Film]**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 653 Myth onto Film (also Theatre Arts 653)**

Fall. 4 credits. Enrollment limited by available studio space and equipment. Prerequisite: some knowledge of one of the following: anthropology, filmmaking, mythology, graphics, drawing, or painting. Open to undergraduates and graduate students with permission of instructor. Fee for film screening and maintenance, \$50.

R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation and there is background reading on the particular myth that is committed to film.

**[ANTHR 656 Maya History]**

Fall. 4 credits. Not offered 1994-95.]

**[ANTHR 665 Native American Contributions to Anthropological Thought]**

Spring. 4 credits. Not offered 1994-95.]

**ANTHR 673 Human Evolution: Concepts, History and Theory (also Biological Sciences 673)**

Fall. 3 credits.

K. A. R. Kennedy.

The historical background of present-day concepts of man's evolutionary variations and adaptations in space and time is surveyed. The formation of biological anthropology as an area of scientific inquiry within the social and biological sciences is reviewed. Students select their own topics within a broad range of readings in the history of Western concepts of human origins, diversity, and place in nature.

## Related Courses in Other Departments

**S HUM 407 The Politics of Grief: Greece, the Balkans, Ireland**

**R SOC 723 Social Movements in Agrarian Society**

## ARABIC AND ARAMAIC

See Department of Near Eastern Studies.

## ARCHAEOLOGY

S. Baugher (city and regional planning), A. L. Bloom (geological sciences), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics), D. Evett (Language House Program), R. T. Farrell (English), J. S. Henderson (anthropology), P. I. Kuniholm (history of art), D. I. Owen (Near Eastern Studies), A. Ramage (history of art), S. Saraydar (Arts and Sciences), B. S. Strauss (history), T. P. Volman (archaeology; director of undergraduate studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

### The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take an additional 32 credits from the courses listed below, selected in consultation with a major adviser of their choosing. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of categories B-E.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology should take at least two of the basic courses in each category. Further courses in languages and in geology are also recommended.

**Honors.** Honors in archaeology is awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have a 3.5 grade point in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning

of the senior year. The honors essay is normally prepared in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481, fall; 482, spring for this purpose.

**Fieldwork.** Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

### The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses from categories B-D below, all with a grade of C or better. The five courses may consist of either (1) Archaeology 100, three basic courses and one other course from categories B-D, or four basic courses and one other course from categories B-D. Concentrators are encouraged to gain some fieldwork experience. They are eligible on the same basis as majors for Hirsch Scholarships in support of fieldwork.

### Freshman Writing Seminars

For course descriptions, see the freshman writing seminar brochure.

### A. Introductory Courses and Independent Study Courses

#### ARKEO 100 Introduction to Archaeology #

Spring. 3 credits.

T. P. Volman.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies illustrate current methods and interpretive frameworks. Guest lectures by members of the Cornell Archaeology Program are an integral part of the course.

#### ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit to be arranged. Prerequisite: Archaeology 100 or permission of instructor.

Hours to be arranged. Staff. Students pursue topics of particular interest with the guidance of a faculty member.

#### ARKEO 481-482 Honors Thesis

481, fall; 482, spring. 4 credits. Prerequisite: admission to Honors Program.

Hours to be arranged. Staff. The student, under faculty direction, will prepare a senior thesis.

#### ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits.

Hours to be arranged. Staff. Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

#### ARKEO 681-682 Master's Thesis

681, fall; 682, spring. 4 (V) credits. Limited to students admitted to Master's Program in Archaeology.

Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

### B. Theory and Interdisciplinary Approaches

#### [ARKEO 202 Interpretive Archaeology (also Anthropology 202) #

Fall. 3 credits. Basic. Limited to 60 students. Not offered 1994-95.

T. P. Volman.

An introduction to the analysis and interpretation of archaeological data, especially stone and ceramic artifacts, and related contextual data, such as the remains of plants and animals. Emphasis is on the use of archaeological data to answer questions about ancient human behaviors, lifeways, and culture change. Topics include the formation of the archaeological record, the characterization and classification of artifacts, and the analysis of artifact distributions through space and over time. Section meetings include demonstrations, visits to campus facilities, and analyses of artifacts from Cornell archaeological collections.]

#### ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)

Fall. 3 credits. Basic.

T. P. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

#### ARKEO 204 Ancient Civilizations (also Anthropology 204) @#

Fall. 3 credits. Basic.

J. S. Henderson.

An introduction to the archaeology of early civilizations, especially in Mesopotamia, Egypt, India, China, Mexico, and Peru. Emphasis is on the emergence of the first complex societies and their key institutions (the state, kingship, cities, markets, writing, among others). The nature of complex societies and strategies for investigating them archaeologically are considered as general issues.

#### ARKEO 317 Stone Age Archaeology (also Anthropology 317)

Fall. 4 credits.

T. P. Volman.

A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.

#### ARKEO 404 Approaches to Archaeology (also Anthropology 404)

Spring. 4 credits. Basic. Prerequisite: permission of instructor.

J. S. Henderson and T. P. Volman.

An exploration of the concepts that have shaped modern archaeology. The course

briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

**[ARKEO 494 Seminar in Archaeology: The State (also Anthropology 494) @#**

Spring. 4 credits. Not offered 1994-95.  
J. S. Henderson.]

**LA 261 Urban Archaeology (also CRP 261)**

Fall. 3 credits.  
S. Baugher.  
For description, see Landscape Architecture.

**LA 569 Archaeology in Historic Preservation Planning**

Fall. 3 credits.  
S. Baugher.  
For description, see Landscape Architecture.

**C. Old World Archaeology**

**[ARKEO 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and History of Art 221) #**

Fall. 3 credits. Basic. Students may not obtain credit for both this course and Classics 319. Not offered 1994-95.  
J. Coleman.]

**[ARKEO 232 Archaeology in Action I (also History of Art 224 and Classics 232) #**

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1994-95.  
P. I. Kuniholm.]

**[ARKEO 233 Archaeology in Action II (also History of Art 225 and Classics 233) #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1994-1995.  
P. I. Kuniholm.]

**[ARKEO 243 The History and Archaeology of Ancient Israel to 450 B.C.E. (also Near Eastern Studies 243, Religious Studies 243 and Jewish Studies 243) @ #**

Spring. 4 credits. Basic. Recommended for students planning to participate in Near Eastern Studies 364, Introduction to Field Archaeology in Israel. Not offered 1994-1995.  
D. I. Owen.]

**ARKEO 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also NES 247, Classics 249, JWST 247, and RELST 247) @ #**

Fall. 3 credits.  
L. Kant.  
In this course, we will examine material evidence of Judaism from the Fourth Century B.C.E. to the Fifth Century C.E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi,

jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

**[ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263 and Jewish Studies 263)**

Spring. 3 credits. Not offered 1994-95.  
D. I. Owen.]

**[ARKEO 275 Ancient Seafaring (also Near Eastern Studies 261)**

Spring. 3 credits. Not offered 1994-95.  
D. I. Owen.]

**ARKEO 320/620 An Introduction to Early Medieval Archaeology and Culture (also English 311/603) #**

Fall. 4 credits. Limited to 15 students.  
Permission of instructor.  
M W F 11:15-12:05. R. T. Farrell.  
This course will center on the early Christian period in England, though attention will also be paid to Ireland, the Continent, and Scandinavia. Frequent oral reports will be required. There will be a midterm and a final, both take-home and open book. Graduate students will be expected to do more extensive reports and a term paper. Undergraduates may elect to do a term paper in place of part or all of the final exam. Participants will be strongly encouraged to follow their own research interests. If money can be found to cover insurance and transport, we plan to ask the Metropolitan Museum of Art for early medieval artifacts, roughly one *per* student.

**ARKEO 357 Greek Sanctuaries and Pausanias (also Classics 357 and Classics 457) #**

Fall (357) 3 credits; (457) 4 credits.  
K. Clinton and J. Coleman.  
Many Greek sanctuaries were described by Pausanias, who wrote a guide to Greece in the second century C.E. By comparing his descriptions (and other written sources) with the archaeological remains at the actual sites, the course will examine how these sanctuaries functioned and what they meant to Greeks of his day. Students in Classics 457 will read relevant sections of Pausanias and other documentation such as inscriptions in Greek.

**ARKEO 362/662 The History and Archaeology of Ancient Syria (also NES 362/662 and Jewish Studies 362) @ #**

Spring. 4 credits. Any archaeology ancient history course or permission of instructor.  
D. I. Owen.  
Wide ranging discoveries in Syria over the past two decades have increased dramatically our knowledge and understanding of the history of ancient Syria. This course will survey both the new discoveries and the older data—archaeological and written—from sites such as Ebla and Ugarit and provide a synthesis of the historical and archaeological developments. Relationships to the contemporary civilizations in Mesopotamia, Anatolia, Israel and Egypt from 3000 to 500 BCE will be stressed.

**[ARKEO 424 Sardis and the Cities of Asia Minor (History of Art 432 and Classics 432) @#**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.  
A. Ramage.]

**[ARKEO 434 The Rise of Classical Greece (also History of Art 434 and Classics 434) #**

Spring. 4 credits. Recommended: Classics 220 or 221 or History of Art 220 or 221 preferred. Not offered 1994-95.  
P. I. Kuniholm.]

**ARKEO 520 Seminar in Classical Archaeology (also History of Art 520)**

Spring. 4 credits. Letter only.  
P. I. Kuniholm.  
Selected problems in Aegean Prehistory including the Anatolian Neolithic, Bronze Age, and rise of Classical Greece.

**[ARKEO 629 The Prehistoric Aegean and Cyprus (also Classics 629) @#**

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1994-95; next offered 1995-96.  
J. Coleman.]

**CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) @ #**

Fall. 3 credits. Basic.  
J. Coleman.  
For description, see Classics.

**CLASS 220 Introduction to Classical Archaeology (also History of Art 220) #**

Spring. 3 credits. Basic.  
J. Coleman.  
For description, see Classics.

**CLASS 326 Greek Cities and Towns (also History of Art 326) #**

Spring. 4 credits. Prerequisite: Classics 220 or History of Art 220.  
J. Coleman.  
For description, see Classics.

**[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333)**

Spring. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1994-95; next offered 1995-96.  
K. Clinton.]

**[CLASS 630 Seminar in Classical Greek Archaeology: Graduate**

Fall. 4 credits. Not offered 1994-95.  
J. Coleman.]

**[ART H 320 Arts and Monuments of Athens (also Classics 320) #**

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1994-95.  
A. Ramage.]

**[ART H 322 Arts of the Roman Empire (also Classics 350)**

Fall. 4 credits. Prerequisite: History of Art 220 or permission of instructor. Not offered 1994-95.  
A. Ramage.]

**ART H 325 Greek Vase Painting (also Classics 325) #**

Fall. 4 credits. Prerequisite: previous enrollment in a History of Art or Classics course or permission of instructor.  
A. Ramage.  
For description, see History of Art.



**[ART H 327 Greek and Roman Coins  
(also Classics 327) #**

Spring. 4 credits. Prerequisite: History of Art 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**ART H 427 Seminar on Roman Art and  
Archaeology (also Classics 435) #**

Spring. 4 credits. Prerequisite: permission of instructor.

A. Ramage.

For description, see History of Art.

**[NES 367 History and Archaeology of  
Ancient Egypt @#**

Fall. 4 credits. Basic. Not offered 1994-95.

D. I. Owen.]

**D. New World Archaeology****[ARKEO 493 Seminar in Archaeology:  
The Aztecs (also Anthropology  
493) @#**

Fall. 4 credits. Not offered 1994-95.

J. S. Henderson.]

**ANTHR 355 Ancient Mexico and Central  
America @#**

Spring. 4 credits. Basic.

J. S. Henderson.

For description, see Anthropology.

**ANTHR 456 Mesoamerican Religion,  
Science, and History @#**

Fall. 4 credits.

J. S. Henderson.

For description, see Anthropology.

**[ANTHR 656 Maya History**

Fall. 4 credits. Not offered 1994-95.

J. S. Henderson.]

**LA 360/666 Pre-Industrial Cities and  
Towns of North America (also CRP  
360/666)**

Spring. 3 credits.

S. Baugher.

For description, see Landscape Architecture.

**E. Methodology and Technology****ARKEO 285 Art, Archaeology, and  
Analysis (also Engineering 185,  
MS&E 285, Physics 200, English 285,  
Art 372, NS&E 285 and Classics 285)**

Spring. 3 credits.

Staff.

**ARKEO 308 Dendrochronology of the  
Aegean (also History of Art 309 and  
Classics 309)**

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor.

P. I. Kuniholm.

For description, see History of Art.

**[ARKEO 356 Practical Archaeology (also  
Classics 356)**

Spring. 4 credits. Basic. Prerequisite: one course in archaeology. Not offered 1994-95.

J. Coleman.]

**[ARKEO 370 Environmental Archaeology  
(also Archaeology 670 and  
Anthropology 370 and 670)**

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. Not offered 1994-95.

T. P. Volman.

A survey of selected topics in paleoenvironmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record.

The course ranges broadly from a general consideration of human ecology and the role of environment in culture change to detailed study of specific techniques and approaches.]

**[ARKEO 402 Archaeology Research  
Design (also Anthropology 402)**

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 1994-95.

J. S. Henderson, T. P. Volman.

Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. This course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

**[ARKEO 423 Ceramics (also History of  
Art 423 and Classics 423)**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

A. Ramage.]

**ARKEO 601 Graduate Colloquium in  
Archaeology**

Fall. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor.

Staff.

Faculty members of the Program in Archaeology and invited speakers will present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

**[ARKEO 670 Environmental Archaeology  
(also Archaeology 370 and  
Anthropology 370 and 670)**

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. Not offered 1994-95.

T. P. Volman.

For description, see Archaeology 370.]

**[ANTHR 371 Human Paleontology (also  
Biological Sciences 371)**

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1994-95.

K. A. R. Kennedy.]

**ANTHR 474 Laboratory and Field  
Methods in Human Biology (also  
Biological Sciences 474)**

Spring. 5 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor.

K. A. R. Kennedy.

For description, see Biological Sciences.

**ANTHR 673 Human Evolution: Concepts,  
History and Theory (also Biological  
Sciences 673)**

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor.

K. A. R. Kennedy.

For description, see Biological Sciences.

**GEOL 441 Geomorphology**

Fall. 3 credits. Prerequisites: Geological Sciences 102 or 201, or permission of instructor.

A. L. Bloom.

For description, see Geological Sciences.

**GEOL 442 Glacial and Quaternary  
Geology**

Spring. 3 credits. Prerequisite: Geological Sciences 441 or permission of instructor. Offered alternate years.

A. L. Bloom.

For description, see Geological Sciences.

**ASIAN AMERICAN STUDIES**

See Special Programs and Interdisciplinary Studies.

**ASIAN STUDIES**

D. R. McCann, chair (388 Rockefeller Hall, 255-5095); S. Akiba, B. R. Anderson, J. Badgley, R. Barker, M. G. Bernal, K. Brazell, T. Chaloeontiarana, S. Cochran, J. Cody, R. D. Colle, E. W. Coward, Jr., B. de Bary, G. Diffloth, C. D'Orban, E. C. Erickson, S. Feldman, G. Fields, J. W. Gair, M. D. Glock, D. Gold, E. M. Gunn, M. Hatch, D. Holmberg, J. Jasanoff, M. Katzenstein, K. A. R. Kennedy, A. T. Kirsch, J. V. Koschmann, J. M. Law, L. C. Lee, T. Lyons, J. McRae, B. G. MacDougall, K. March, T. L. Mei, G. M. Messing, C. Minkowski, S. Mohanty, V. Nee, S. J. O'Connor, C. A. Peterson, J. R. Piggot, T. Poleman, M. Rebick, N. Sakai, P. S. Sangren, C. L. Shih, T. Shiraishi, V. Shue, J. T. Siegel, R. J. Smith, K. Taylor, N. Uphoff, J. Wheatley, J. Whitman, J. U. Wolff, D. Wyatt, M. W. Young

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

**The Major**

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major.

A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under

the Department of Asian Studies and numbered 250 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

### Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asia Studies by completing at least 18 credits of course work, including Asian Studies 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

### Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asia studies by completing 15 credits of course work. A recommended plan would include Asian Studies 208 and three courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asia studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; and Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

### Distribution Requirement for Nonmajors through the Class of 1995

**Humanities:** any two courses in Asian art, literature, or religion given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area or by taking ASIAN 208, 211, 212, 215, or 218, either using two of these courses as a sequence or following one with a course in the humanities in that area.

**Social Sciences:** any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any

two courses in the same area or by taking AS 208, 211, 212, 215, or 218, followed by a social science course in that area.

**History:** any two courses in Asian history given by the Department of History and listed under the Department of Asian Studies under the areas of China, Japan, Korea, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area or by taking AS 208, 211, 212, 215, or 218, followed by a history course in that area.

**Honors.** To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian Studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or Asian Studies 401. Students of China and Japan must also complete Asian Studies 611 or 612, respectively. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

### Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program, the Full-Year Asian Language Concentration (FALCON). FALCON students spend six hours a day, five days a week, for periods of up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, students should contact the FALCON Program Office, Department of Modern Languages and Linguistics, 203 Morrill Hall (telephone: 607/255-6457).

### Study Abroad

Cornell is a member of the Inter-University Centers for Chinese Language Study in Taipei and for Japanese Language Study in Yokohama and a member of the Council on International Educational Exchange offering study in China at Peking University and Nanjing University. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who want to spend a year in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil. The

Intercollegiate Sri Lanka Education program (ISLE) offers an undergraduate curriculum in Sinhala, Buddhist studies, and the culture and civilization of Sri Lanka, at Peradeniya University in Kandy. Cornell also offers study abroad opportunities in South Asian studies at the School of Oriental and African Studies at the University of London. For further details, contact the South Asia Program office, 170 Uris Hall (telephone: 607/255-8923).

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari Languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate.

Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult the Cornell Abroad Office; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

### General Education Courses

#### ASIAN 208 Introduction to Southeast Asia @

Spring. 3 credits.

T. Chaloemtiarana and L. Stifel.

This course is for anyone curious about the part of Asia with the most diversity; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students will find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and

government, warfare and diplomacy, ecological and human degradation, business and marketing. The course aims to teach both basic information and different ways of interpreting that information.

**ASIAN 211 Introduction to Japan @**

Fall. 3 credits.

N. Sakai.

An interdisciplinary introduction to Japanese society and its history especially designed for students not majoring in Asian Studies. The first part of the course focuses on the historical changes in Japanese society from the eighth century down to the nineteenth century; the second part analyzes modern society from a variety of perspectives. It also addresses the question of how Japan is represented in the U.S. mass media. Guest lecturers from five or six different fields offer their opinions on Japanese history, culture, and politics.

**ASIAN 212 Introduction to China @**

Spring. 3 credits (4 credits with a special project; consult instructor for information).

E. Gunn.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian studies.

**ASIAN 215 Introduction to South Asian Civilization @**

Fall. 3 credits (4 credits with a special project; consult instructor for information).

D. Gold.

An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers will provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

**[ASIAN 218 Introduction to Korea @**

Spring. 3 credits. Not offered 1994-95.

D. McCann.]

**Asia—Literature and Religion Courses**

The following courses are taught entirely in English and are open to any Cornell student.

**ASIAN 250 Introduction to Asian Religions (also Religious Studies 250) @#**

Spring. 3 credits.

J. McRae.

A survey of the major religious traditions of India, China, and Japan, focusing on Vedic ritual and Brahmanical Hinduism; Indian, Chinese, and Japanese Buddhism; the native Chinese traditions of Confucianism and Taoism; and Shinto, Confucianism, and the new religions in Japan. Emphasis will be on the great traditions of these cultures, with frequent reference to the differing realms of popular religions.

**ASIAN 251 Women's Experience in Asian Religions (also Religious Studies 251) @**

Fall. 3 credits.

J. M. Law.

This course is a survey of a number of themes and issues relating to the experience of and discourse about women in Asian religions. We will look at cases from India, China, Japan, and Korea and will focus on the following topics: 1) constructions of women's identities (and ideas of the feminine) in religious discourse; 2) practice and doctrine

relating to inscribing, controlling, processing, and representing women's bodies; 3) traditional and innovative pathways for the expression of spirituality by women; 4) the role of women (or ideas about who women are) in the production of power and authority; and 5) women's roles in contemporary religious movements. In each of these cases, we will explore how constructed ideas of "woman" interact with other aspects of the specific cultural context.

**[ASIAN 270 Hidden Songs in Greece and Asia (also Comp. Lit. 224 and Classics 224) @#**

Spring. 3 credits. Not offered 1994-95.

D. McCann, G. Holst-Warhaft.]

**ASIAN 291 Classical Indian Narrative (also Classics 291) @#**

Spring. 3 credits.

C. Minkowski.

Reading in translation from the principal story collection of ancient India. Sources will include the Vedas, the Sanskrit epics, the Buddhist Jatakas, the Kathasaritsagara, the Pancatantra, and related collections. Attention will be given to comparisons with Greek narrative, and to the diffusion of Indian narratives into the world's literature.

**[ASIAN 310 Pre-Modern Korean Culture and Literature @#**

Fall. 4 credits. Offered alternate years. Not offered 1994-95.

D. McCann.]

**ASIAN 311 Modern Korean Culture and Literature @**

Spring. 4 credits. Offered alternate years.

D. McCann.

Modern Korean literature as expression or mediation of change in twentieth-century Korean society and culture. Topics include the intellectual pioneers and the novel; literature and culture from the Japanese colonial period; the Korean War and literature; economic development and political oppression in post-Korean War literature; and contemporary writers.

**ASIAN 313 Japanese and Asian Film (also Theatre Arts 313 and Comparative Literature 313) @**

Spring. 4 credits.

B. de Bary.

The course will explore the relationship between thematic and formal concerns of Japanese film and narratives of modern Japanese history dealing with such issues as the nature of the Meiji Restoration, the rise of Taisho commodity culture, the Pacific War, postwar reconstruction, postmodernity and "new nationalism." Weekly analyses of specific films will be accompanied by readings that provide historical context and pose relevant interpretive and theoretical questions, particularly those of gender and cultural difference. Study of works by Ozu, Mizoguchi, Kurosawa, and Naruse will constitute the introductory portions of the course, followed each year by a series featuring recent works of contemporary directors.

**[ASIAN 338 Democracy and War**

Spring. 4 credits. Not offered 1994-95; next offered 1995-96.

D. McCann and B. Strauss.]

**[ASIAN 348 Folklore of India (also Anthropology 348) @**

Fall. 4 credits. Not offered 1994-95.

An examination of styles, performative contexts, and cultural meanings of India's rich and diverse oral traditions.]

**ASIAN 351 The Religious Traditions of India (also Religious Studies 351) @#**

Spring. 4 credits.

D. Gold.

A study of the relationships between the main currents of Indian religion. The course will first focus on the Hindu tradition and its holistic worldview within the context of the caste system. It will then describe the rise of Jainism and Theravada and Mahayana Buddhism, as well as Hindu and Buddhist Tantrism, as religious phenomena reflecting the emergence of individualism.

**[ASIAN 354 Indian Buddhism (also Religious Studies 354) @#**

Spring. 4 credits. Not offered 1994-95.

C. Minkowski.]

**[ASIAN 355 Japanese Religions (also Religious Studies 355) @**

Spring. 4 credits. Not offered 1994-95.

J. M. Law.]

**[ASIAN 357 Chinese Religions (also Religious Studies 357) @#**

Fall. 4 credits. Not offered 1994-95.

J. McRae.]

**ASIAN 358 Chinese Buddhism (also Religious Studies 358) @#**

Fall. 4 credits.

J. McRae.

Buddhism was a mature tradition when it came to China, a society of great sophistication and antiquity, and in their remarkable religious and cultural encounter both Buddhism and China were transformed. We will consider Buddhism's introduction and acceptance, the social impact of its monastic system and moral ideals, the literary and artistic contributions of its scriptures and sculpture, the efflorescence of its doctrine and various schools, and its role in Chinese history.

**ASIAN 359 Japanese Buddhism (also Religious Studies 359) @#**

Spring. 4 credits.

J. M. Law.

This course explores a number of major dynamics in Japanese Buddhism within the context of the larger Japanese religious ethos. We will focus on the following: 1) strategies used in the introduction and spread of Buddhism in Japan, and systems of accommodation, with special attention to the *Lotus Sutra*; 2) the formulations of Buddhist doctrine and practice of four major figures in Japanese Buddhism: Saicho, Kukai, Nichiren, and Dogen; and 3) understandings of Buddhist practice expressed in the "new" religions, with Reiyukai as our case. Readings are in English, with optional readings in Japanese for graduate students.

**[ASIAN 371 Chinese Philosophical Literature @#**

Spring. 4 credits. Not offered 1994-95; next offered 1995-96.

T. L. Mei.]

**ASIAN 373 Twentieth-Century Chinese Literature @**

Fall. 4 credits.

E. Gunn.

A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.

**ASIAN 374 Chinese Narrative Literature @ #**

Spring. 4 credits.

E. Gunn.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.

**ASIAN 375 Japanese Poetry and Poetic Prose @ #**

Spring. 4 credits. Alternates with Asian Studies 377.

K. Brazell.

An introduction (in English translation) to the great poets of premodern Japan. This course will cover court poetry, linked verse, haiku, poetic memoirs, travel diaries, and poem tales written between the eighth and eighteenth centuries.

**ASIAN 376 Modern Japanese Literature: From Meiji through the Pacific War (also Comparative Literature 369) @**

Fall. 4 credits.

B. de Bary.

We will read Japanese works of fiction, poetry, and critical theory written from the Meiji Restoration into the Showa Period. The course will take up such issues as modernization and the narrative of discovery, imperialism and the non-Western novel, the politics of visibility, gender and representation, and Japanese colonialism. We will consider how writings of critics like Karatani, Fujii, and Layoun have complicated modernizationist schemas of literary development. We will also attempt to explore what Nagahara Yutaka has called the "phenomenology of discrimination" in relation to Japanese literary texts, pursuing contradictions between egalitarianism and discrimination in the legacy of Meiji Enlightenment thought. Reading of non-Japanese (other Asian, as well as African, American, and European) texts raising pertinent theoretical perspectives will be integrated into the coursework.

**[ASIAN 377 Japanese Narrative Literature @ #**

Spring. 4 credits. Alternates with AS 375. Not offered 1994-95.

N. Sakai.]

**[ASIAN 378 The Postwar and the Postmodern in Japanese Literature @**

Fall. 4 credits. Alternates with Asian Studies 375. Not offered 1994-95.

N. Sakai.]

**ASIAN 380 Vietnamese Literature in Translation @ #**

Spring. 4 credits.

K. Taylor.

A study of Vietnamese poetry, short stories, and novels available in English translation. The course will focus primarily upon texts from the last three centuries, with particular attention to contemporary literature.

**ASIAN 385 Cultural History of Vietnam @ #**

Fall. 4 credits.

K. Taylor.

Cultural survey of Vietnamese historical experience from ancient to contemporary times. Major themes are relations with China; internal, political, social, and intellectual development; Buddhism, Confucianism, and Marxist-Leninism as ruling-class ideologies; southward expansion; military tradition; discontinuities introduced by French colonialism; modern nationalism and the making of a revolution; wars of decolonization; and the efforts of Vietnamese to establish a place for their nation in the modern world. This course will fulfill a humanities distribution requirement.

**ASIAN 393 Images of Humanity in Medieval China (also History 393) @ #**

Fall. 4 credits. Prerequisite: any course in premodern China or Chinese religions, or permission.

J. McRae, C. Peterson.

The middle period in China's history, essentially the T'ang and Sung dynasties, feature some of the highest achievements of Chinese civilization. These centuries (the seventh through the thirteenth) are distinguished by the exceptionally high levels of literature, art, religious and secular thought, and proto-scientific development, as well as by fundamental changes in state, society, and the economy. This seminar will explore the China of this age by examining the lives of several representative figures—a politician, a poet, a Buddhist monk, a Taoist priest, an emperor, an empress, a "detective," and others. The aim will be to reconstruct the inner and outer worlds of men and women perhaps not so far removed from ourselves in their basic motivations and daily concerns.

**ASIAN 395 Classical Indian Philosophical Systems (also Classics 395 and Religious Studies 395) @ #**

Fall. 4 credits. Prerequisite: some background in philosophy or in classical culture.

C. Minkowski.

A survey of the traditions of philosophical inquiry in ancient India, especially Nyaya, Sankhya, Mimamsa, and Vedanta. Topics will include: the origins in and relationship to the Vedas, the formation of distinct positions on such subjects as perception, language, identity, karma, and liberation; the dialogue with Buddhist, Jains, skeptics, materialist, cynics; new theistic models, particularly among the Saiva philosophers in Kashmir.

**[ASIAN 410 Chinese Performing Arts @**

Spring. 4 credits. Not offered 1994-95.

E. Gunn.]

**[ASIAN 414 Literature and Society**

Spring. 4 credits. Not offered 1994-95.

Staff.]

**[ASIAN 417 Legacy of the Cultural Revolution @**

Fall. 4 credits. Not offered 1994-95.

Staff.]

**[ASIAN 421 Religious Reflections on the Human Body (also Religious Studies 421) @**

Fall. 4 credits. Not offered 1994-95.

J. M. Law.]

**[ASIAN 440 Meditation Schools of East Asian Buddhism (also Religious Studies 440) @ #**

Spring. 4 credits. Prerequisite: ASIAN 250 or equivalent. Not offered 1994-95.

Time to be arranged. J. McRae.]

**[ASIAN 441 Mahayana Buddhism @ #**

Fall. 4 credits. Not offered 1994-95.

J. McRae.]

**ASIAN 449 History and Methods of the Academic Study of Religion (also Religious Studies 449) @ #**

Fall. 4 credits. Prerequisite: one course satisfying the Religious Studies major.

J. M. Law.

The first segment of this course explores the rise of the discipline of *Religionswissenschaft* in Europe in the mid-nineteenth century as a self-consciously non-sectarian and academic approach to the study of religious texts and phenomena. We explore the ways this discipline interacted with existing disciplines in the academy, giving special attention to the growing fields of sociology and anthropology. We then look at a number of assumptions inherent in this intellectual movement and focus on a) the conception of the sacred; b) the idea of rationality, and c) the "discovery" and construction of non-Western religious tradition. The second segment surveys major approaches to the academic study of religion currently used today: anthropology, hermeneutics, history, history of religions, literary studies, phenomenology, sociology, and theology. For each of these cases, we will be studying how these angles on religious data both build upon the nineteenth-century assumptions of *Religionswissenschaft*, and address twentieth-century religious issues.

**ASIAN 451/625 Children, Literature, and Society (also Anthropology 441/625) @**

Spring. 4 credits.

S. Shiraishi.

This course explores the world of children and consists of three parts: (1) Children in Anthropological Studies; (2) Representations of Childhood; and (3) School and Cultural Politics. The basic underlying question behind all three approaches is how and what we, who have all once been children, can learn from children after removing the layers of adult conceptions of childhood. If "tradition" prescribes our present life, the "future" which children symbolize has the potentiality to open up the restrictions imposed on current society. Emphasis will be placed on case studies of Indonesia, other Southeast Asian countries, and Japan, but the scope will extend to immigrants' experiences as well.

**[ASIAN 460 Indian Meditation Texts (also Religious Studies 460) @ #**

Spring. 4 credits. Not offered 1994-95.

D. Gold.]

**ASIAN 463 Readings in Hindi and Urdu Literature @**

Fall. 4 credits.

D. Gold.

Selected topics in Hindi and Urdu literature, with readings in the original; discussions in Hindi-Urdu and English. May be repeated for additional credit with consent of instructor.



**[ASIAN 470 The Japanese Noh Theater and Modern Dramatists (also Comparative Literature 470) @**  
Fall. 4 credits. Alternates with ASIAN 471.  
Not offered 1994-95.  
K. Brazell.]

**ASIAN 471 Japanese Theatre (also Theatre Arts 471) @#**  
Fall. 4 credits. Alternates with ASIAN 470.  
K. Brazell.

A study of traditional forms of Japanese theater. Topics will include ritual and theater, *noh* and *kyogen*, *kabuki* and the puppet theaters, and contemporary theatrical use of traditional forms. Special emphasis will be placed on dramaturgy, acting styles, performance aesthetics, and theories of performer training.

**[ASIAN 475 Modernization and the Korean Family (also HSS 490 sec 30) @**  
Fall. 3 credits. Not offered 1994-95.  
D. McCann and J. Mueller.]

**[ASIAN 481 Translation and Identities @**  
Fall. 4 credits. Not offered 1994-95.  
N. Sakai.]

**[ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @**  
Spring. 3 credits. Not offered 1994-95.  
N. Sakai.]

**[ASIAN 496 Tokugawa Literature and Thought @**  
Spring. 4 credits. Not offered 1994-95.  
N. Sakai.]

#### Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the graduate faculty representative.

**ASIAN 601 Southeast Asia Seminar: Writing the Literary History of Malay and Indonesian (also Comparative Literature 601)**

Fall. 4 credits.  
H. H. J. Maier.

This course is meant to explore issues and problems that come up when an effort is made to write some kind of historical survey of a discursive formation, in this case "Malay," the term that is used for a wide variety of language forms. How to gain control, how to organize, how to present the materials available in the second part of the twentieth century? How to account for influence, source, translation? How to create an order within that formation? How to discuss the tensions and interferences between "oral" and "written" texts? How to explore the sudden rise of concepts like "literature" as a distinct genre in Malay discourse? How to make a plausible narrative?

**ASIAN 602 Southeast Asia Seminar: Essences and Alternatives**  
Spring. 4 credits.

K. Taylor.  
Reading and discussions about ways of finding and creating language, culture, tradition, and politics in Southeast Asia, with particular reference to Vietnam.

**[ASIAN 604 Southeast Asia Seminar**  
Not offered 1994-95.]

**ASIAN 605-606 Master of Arts Seminar in East Asian Studies**  
605, fall; 606, spring. 2-4 credits.  
Hours to be arranged. Staff.

**ASIAN 607-608 The Plural Society Revisited (also Government 653)**  
Spring. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608.  
B. R. Anderson.

**ASIAN 609 Modern Japanese Studies: The Formation of the Field (also History 609)**  
Fall. 4 credits.  
B. deBary and V. Koschmann.

The course will provide both a historical introduction to and critical analysis of the constitution of Japanese Studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese Studies has been institutionalized and maintained, and the relationship between "Japan" as an object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in American Japan Studies, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.

**ASIAN 611 Chinese Bibliography and Methodology**  
Spring. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates.  
C. D'Orban.

**ASIAN 612 Japanese Bibliography and Methodology**  
Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates.  
S. Akiba.

**ASIAN 621-622 South Asia Seminar: Topic to be announced**  
621, Fall; 622, Spring. 4 credits.

**ASIAN 650 Graduate Seminar in Asian Religions**  
Spring. 2-4 credits. Prerequisite: permission of instructor.  
J. McRae.

**ASIAN 676 Southeast Asia Research Training Seminar**  
Staff.

**ASIAN 701-702 Seminar in East Asian Literature**  
701, fall; 702, spring. 1-4 credits.  
Hours to be arranged. Staff.

**ASIAN 703-704 Directed Research**  
703, fall or spring; 704, fall or spring. Credit to be arranged.  
Hours to be arranged. Staff.  
For additional courses on Asian religion, see "Related Courses" in the China and Japan area courses listing.

## Asia—General Courses

**ASIAN 401 Asian Studies Honors Course**  
Fall. 4 credits. Intended for seniors who have been admitted to the honors program.  
Hours to be arranged. Staff.  
Supervised reading and research on the problem selected for honors work.

**ASIAN 402 Asian Studies Honors: Senior Essay**  
Fall or spring. 4 credits. Prerequisite: admission to the honors program.  
Hours to be arranged. Staff.  
The student, under faculty direction, prepares an honors essay.

**ASIAN 403-404 Asian Studies Supervised Reading**  
Fall, spring, or both. Credit to be arranged.  
Prerequisite: permission of instructor. Open to majors and other qualified students.  
Intensive reading under the direction of a member of the staff.  
Hours to be arranged. Staff.

## Literature in Chinese

**CHLIT 213-214 Introduction to Classical Chinese @#**  
213, fall; 214, spring. 3 credits each term.  
Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101-102, 201-202, 301-302.  
T. L. Mei.

**[CHLIT 314 Classical Narrative Texts @#**  
Spring. 4 credits. Permission of instructor.  
Not offered 1994-95.  
T. L. Mei.]

**CHLIT 420 T'ang and Sung Poetry @#**  
Spring. 4 credits. Prerequisite: permission of instructor.  
T. L. Mei.

**CHLIT 421-422 Directed Study**  
Fall or spring. 2-4 credits each term.  
Prerequisite: permission of instructor.  
Staff.

**[CHLIT 424 Readings in Literary Criticism**  
Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.]

**[CHLIT 435 Chinese Buddhist Texts @#**  
Spring. 4 credits. Not offered 1994-95.  
J. McRae.]

**CHLIT 603 Seminar in Chinese Fiction and Drama**  
Fall. 4 credits. Prerequisite: permission of instructor.  
E. Gunn.

**[CHLIT 605 Seminar in Chinese Fiction and Drama**  
Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.  
Hours to be arranged. E. Gunn.]

**[CHLIT 610 Chinese Cultural Criticism**  
Fall. 4 credits. Not offered 1994-95.  
E. Gunn.]

**CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax**  
Spring. 2-4 credits. Prerequisite: permission of instructor.  
Hours to be arranged. Staff.

## Literature in Japanese

### JPLIT 406 Introduction to Classical Japanese @#

Fall. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. K. Brazell.

### [JPLIT 407 Advanced Classical Japanese

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor. Not offered 1994-95. K. Brazell.]

### JPLIT 421-422 Directed Readings

421, fall; 422, spring; credits to be arranged. Prerequisite: for Japanese 421, Japanese 402 or equivalent; for Japanese 422, Japanese 421 or equivalent.

Hours to be arranged. Staff.

Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

### [JPLIT 611 Seminar in Classical Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1994-95.

B. de Bary and K. Brazell.]

### [JPLIT 612 Seminar in Medieval Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1994-95.

K. Brazell.]

### [JPLIT 613 Seminar in Tokugawa Culture and Thought: Otherness, Text, and Body

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1994-95.

N. Sakai.]

### [JPLIT 614 Seminar in Modern Japanese Literature

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1994-95.

N. Sakai.]

### [JPLIT 621 Advanced Readings in Pre-Modern Japanese Narrative Literature

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95. Staff.]

## Graduate-Level Reading Courses

### JPLIT 622 Advanced Readings in Pre-Modern Japanese Poetry

Spring. Credit to be arranged. Prerequisite: permission of instructor.

K. Brazell.

### [JPLIT 623 Advanced Readings in Pre-Modern Drama

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1994-95. Staff.]

### JPLIT 624 Advanced Readings in Modern Japanese Literature

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. B. deBary.

Note: See courses listed under Asia—Literature and Religion Courses for Japanese literature courses in translation.

## Japanese Language

See Modern Languages and Linguistics.

## FALCON Program

255-6457; R. Sukle, 412 Morrill Hall, 255-0734; J. Whitman, 320 Morrill Hall, 255-0737; J. Wheatley, 416 Morrill Hall, 255-9301.

## Literature in Korean

### [KORLIT 403 Readings in Korean Literature

Fall. 4 credits. Not offered 1994-95. D. McCann.]

## Literature in Sanskrit

Sanskrit 251, see DMLL.

### [SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @#

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1994-95. C. Minkowski.]

## Literature in Vietnamese

### VTLIT 470 Vietnamese Literature: Cultural and Intellectual History

Fall. 4 credits. K. Taylor.

A study of two early Vietnamese texts written in Chinese: *Viet dien u linh* (14th-century collection of tales) and *Lenh Nam chich quai* (15th-century collection of folklore). Will address methodologies for textual study; Sino-Vietnamese cultural, literary, and intellectual issues; and theoretical problems of translation, narrative, the organization of knowledge, and the interaction of literary form and expression. Reading knowledge of Chinese or Vietnamese required.

## Related Courses in Other Departments

ANTHR 313 Anthropology of the City @

ANTHR 474 Laboratory and Field Methods in Human Biology (also Bio S 474)

ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

ANTHR 673 Human Evolution: History, Concepts and Theory (also Bio S 673)

[GOVT 348 Politics of Industrial Societies Not offered 1994-95.]

GOVT 349 Political Role of the Military

[GOVT 647 Political Anthropology Not offered 1994-95.]

[GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the World Not offered 1994-95.]

HIST 190 Introduction to Asian Civilizations @#

[HIST 191 Introduction to Asian Civilizations in the Modern Period @ Not offered 1994-95.]

ART H 280 Introduction to Art History: Asian Traditions @#

ART H 396 The Arts of Southeast Asia @#

ART H 482 Ceramic Art of China and Southeast Asia @#

[ART H 580 Problems in Asian Art Not offered 1994-95.]

RELST 101 Understanding the Religions of the World

SOC 497 Social Relations Seminar

## Related Courses in Other Colleges

The courses listed below will count as College of Arts and Sciences credit only for Asian studies majors.

AG EC 100 Introduction to Global Economic Issues

AG EC 464 Economics of Agricultural Development

AG EC 660 The World's Food

AG EC 665 Food and Nutrition Policy (ALSO Nutritional Science 685)

AG EC 763 Macro Policy in Developing Countries

ARCH 342 Architecture as a Cultural System

ARCH 445 Architecture and the Mythic Imagination

ARCH 448 The Indian Example and the Visual Tradition in Culture

[ARCH 667-668 Architecture in Its Cultural Context Not offered 1994-95.]

COMM 624 Communication in the Developing Nations

COMM 685 Training and Development: Theory and Practice

ECON 473 Economics of Export-Led Development

[GOVT 482 International Relations of East Asia Not offered 1994-95.]

GOVT 692 Administration of Agricultural and Rural Development

[ILR 637 Labor Relations in Asia and the Pacific Rim Not offered 1994-95.]

[R SOC 751 Applications of Sociology to Development Programs Not offered 1994-95.]

SOC 110 Introduction to Economy and Society

## China—Area Courses

[ANTHR 326 Economic Anthropology @ Not offered 1994-95.]

[ANTHR 343 Religion, Family, and Community in China @ Not offered 1994-95.]

[ANTHR 443 Religion and Ritual in Chinese Society Not offered 1994-95.]

ECON 369 Economy of China @

[GOVT 347 Chinese Government and Politics @ Not offered 1994-95.]

[GOVT 391 Chinese Foreign Policy Not offered 1994-95.]

[GOVT 443/643 Socialism and the Market in China @ Not offered 1994-95.]

[GOVT 645 Politics of China Not offered 1994-95.]

[HIST 243 China and the West before Imperialism @# Not offered 1994-95.]

[HIST 293 History of China up to Modern Times @#  
Not offered 1994-95.]

[HIST 294 History of China in Modern Times @  
Not offered 1994-95.]

[HIST 360 Early Warfare, East and West #  
Not offered 1994-95.]

HIST 492 Undergraduate Seminar in Medieval Chinese History @#

[HIST 493 Self and Society in Late Imperial and Twentieth-Century China @  
Not offered 1994-95.]

[HIST 494 The Japanese in Asia @  
Not offered 1994-95.]

[HIST 499 Problems in Modern Chinese History  
Not offered 1994-95.]

[HIST 691 Chinese Historiography and Source Materials  
Not offered 1994-95.]

[HIST 693-694 Problems in Modern Chinese History  
Not offered 1994-95.]

[HIST 791-792 Seminar in Medieval Chinese History  
Not offered 1994-95.]

[HIST 793-794 Seminar in Modern Chinese History  
Not offered 1994-95.]

ART H 396 The Arts of Southeast Asia @#

[ART H 481 The Arts in Modern China @  
Not offered 1994-95.]

ART H 482 Ceramic Art of China and Southeast Asia @#

[SOC 545 Peasants, Market, and the State  
Not offered 1994-95.]

Other courses dealing extensively with China are Architecture 667-668; History 190, 191 and 494; History of Art 280, 381, 482, 580, and 596.

### China—Language Courses

CHIN 101-102 Elementary Mandarin

CHIN 109-110 Elementary Reading

CHIN 111-112 Cantonese Elementary Speaking

CHIN 113-114 Cantonese Elementary Reading

CHIN 161-162 FALCON @

CHIN 201-202 Intermediate Mandarin @

CHIN 211-212 Intermediate Cantonese @

CHIN 301-302 Advanced Mandarin I @

CHIN 303-304 Advanced Mandarin Conversation @

CHIN 311-312 Advanced Cantonese @

[CHIN 401 History of the Chinese Language  
Not offered 1994-95.]

[CHIN 403 Linguistic Structure of Chinese I  
Not offered 1994-95.]

[CHIN 404 Linguistic Structure of Chinese II  
Not offered 1994-95.]

[CHIN 405 Chinese Dialects  
Not offered 1994-95.]

CHIN 411-412 Advanced Mandarin II

CHIN 413-414 Current Events

CHIN 415-416 Correspondence and Composition

[CHIN 607 Chinese Dialect Seminar  
Not offered 1994-95.]

### Japan—Area Courses

ANTHR 345 Japanese Society @

ANTHR 645 Japanese Ethnology

[GOVT 334 Business and Labor in Politics  
Not offered 1994-95.]

[GOVT 346 Politics in Contemporary Japan @  
Not offered 1994-95.]

GOVT 605 Comparative Politics Field Seminar

[HIST 191 Introduction to Asian Civilization in the Modern Period @  
Not offered 1994-95.]

[HIST 192 Japan and the West  
Not offered 1994-95.]

HIST 297 State, Society, and Culture in Japan to 1750 @#

HIST 298 State, Society, and Culture in Modern Japan @

HIST 352 The Past as Prelude? Japan in Asia, German in Europe

HIST 420 Tale of Genji in Historical Perspective

[HIST 489 The Ideology of the Meiji Restoration  
Not offered 1994-95.]

[HIST 494 The Japanese in Asia @  
Not offered 1994-95.]

HIST 497 Premodern Japan—Historical Perspectives

HIST [797]-798 Seminar in Japanese Thought

ILR 341 Postwar Japanese Economy

ILR 645 Japanese and Korean Labor Markets

ART H 384 The Arts of Japan @#

NBA 580 Industrial Policy: Lessons for the United States from Japan and Europe

[R SOC 492 Development in the Pacific Rim  
Not offered 1994-95.]

Other courses dealing extensively with Japan are Anthropology 313; Architecture 667-668; Education 678; History 190 and 191; History of Art 280, 491, 580, and 596.

### Japan—Language Courses

JAPAN 101-102 Elementary Japanese

JAPAN 123 Accelerated Introductory Japanese

JAPAN 161-162 FALCON @

JAPAN 201-202 Intermediate Japanese Reading I @

JAPAN 203-204 Intermediate Japanese Conversation @

JAPAN 301-302 Intermediate Japanese Reading II @

JAPAN 303-304 Communicative Competence @

JAPAN 341-342 Advanced Japanese for Business Purposes @

JAPAN 401-402 Advanced Japanese Reading @

[JAPAN 404 Linguistic Structure of Japanese  
Not offered 1994-95.]

JAPAN 407-408 Oral Narration and Public Speaking

[JAPAN 410 History of Japanese Language @#  
Not offered 1994-95.]

JAPAN 421-422 Directed Readings

JAPAN 543-544 Intermediate Japanese for Business Purposes

JAPAN 545-546 Advanced Japanese for Business Purposes

### South Asia—Area Courses

ABEN 754 Sociotechnical Aspects of Irrigation

AG EC 660 The World's Food

AG EC 754 Sociotechnical Aspects of Irrigation

[ANTHR 275 Human Biology and Evolution  
Not offered 1994-95.]

ANTHR 339 Peoples and Cultures of the Himalayas @

[ANTHR 347 Culture and Environment in India  
Not offered 1994-95.]

[ANTHR 348 Folklore of India (also ASIAN 348) @  
Not offered 1994-95.]

[ANTHR 371 Human Paleontology  
Not offered 1994-95.]

[ANTHR 448 Contemporary Approaches to South Asian Anthropology @  
Not offered 1994-95.]

ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

ANTHR 640-641 South Asia: Readings in Specific Problems

ARCH 342 Architecture as a Cultural System

ARCH 441-442 Special Topics in Architectural Culture and Society

ARCH 445 Architecture and the Mythic Imagination

ARCH 446 Topics in Architecture, Culture, and Society

ARCH 447 Architectural Design and the Utopian Tradition

ARCH 448 The Indian Example and the Visual Tradition in Culture

ARCH 647-648 Architecture in its Cultural Context I & II

ARCH 649 Graduate Investigations in Architecture, Culture, and Society

[ARCH 667-668 Architecture in Its Cultural Context  
Not offered 1994-95.]

BIO S 474 Laboratory and Field Method in Human Biology

BIO S 673 Human Evolution: Concepts, History, and Theory

CRP 101 The Global City

CRP 671 Seminar in International Planning

[CRP 775 Transnational Corporations and Developing Regions  
Not offered 1994-95.]

CRP 777 Theories of Development and Underdevelopment

COMM 490 Special Topics in Communication

COMM 611 Human Communication in Organizations

COMM 624 Communication in the Developing Nations

COMM 685 Training and Development

GOVT 351 India: Social and Economic Change in a Democratic Polity

[GOVT 367 Politics of Development  
Not offered 1994-95.]

[GOVT 436 Environmental Politics  
Not offered 1994-95.]

GOVT 640 Political Economy of India

[GOVT 648 The Political Economy of Change  
Not offered 1994-95.]

[GOVT 649 Agrarian Political Economics  
Not offered 1994-95.]

[GOVT 651 Agrarian Change in South Asia—  
Politics, Society, and Culture  
Not offered 1994-95.]

GOVT 687 International Environmental Policy

GOVT 692 The Administration of Agricultural and Rural Development

HDFS 436 Language Development

HDFS 633 Seminar on Language Development

[HIST 250 Colonial S. Asia 1858-1947: Social  
and Political Foundations  
Not offered 1994-95.]

[HIST 417 Social and Political Movements in  
Colonial S. Asia  
Not offered 1994-95.]

[HIST 434 Islam in S. Asia  
Not offered 1994-95.]

[HIST 479 South Asia since 1947  
Not offered 1994-95.]

[ART H 386 Art of South Asia  
Not offered 1994-95.]

ART H 489 Miniature Paintings and Drawings of India

[ILR 637 Labor Relations in Asia and the Pacific  
Rim  
Not offered 1994-95.]

[LING 619 Rigveda  
Not offered 1994-95.]

LING 635-636 Indo-European Workshop

LING 701-702 Directed Research

R SOC 205 Rural Sociology and International Development

[R SOC 425 Gender Relations and Social Change  
Not offered 1994-95.]

[R SOC 492 Developments in the Pacific Rim  
Not offered 1994-95.]

[R SOC 645 Rural Economy and Society  
Not offered 1994-95.]

[R SOC 725 The Sociology of "Third World" States  
Not offered 1994-95.]

[R SOC 751 Applications of Sociology to  
Development Programs  
Not offered 1994-95.]

Other courses dealing extensively with South Asia are Anthropology 321 and 611; Agricultural Economics 464; Communication Arts 626; History 190 and 191; History of Art 280, 482, 580, and 596.

### South Asia—Language Courses

BENGL 121-122 Elementary Bengali

BENGL 201-202 Intermediate Bengali Reading @

BENGL 203-204 Intermediate Bengali  
Composition and Conversation @

BENGL 303-304 Bengali Literature I, II

HINDI 101-102 Elementary Hindi-Urdu

HINDI 109-110 Accelerated Elementary Hindi-Urdu

[HINDI 201-202 Intermediate Hindi Reading @  
Not offered 1994-95.]

HINDI 203-204 Intermediate Composition and  
Conversation @

HINDI 301-302 Advanced Readings in Hindi  
Literature @

[HINDI 303-304 Advanced Composition and  
Conversation @  
Not offered 1994-95.]

[HINDI 305-306 Advanced Hindi Readings @  
Not offered 1994-95.]

NEPAL 101-102 Elementary Nepali

NEPAL 106 Intensive Nepali

NEPAL 201-202 Intermediate Nepali  
Conversation @

NEPAL 203-204 Intermediate Nepali  
Composition @

[PALI 131-132 Elementary Pali  
Not offered 1994-95.]

SINHA 101-102 Elementary Sinhala

SINHA 160 Intensive Sinhala

SINHA 201-202 Intermediate Sinhala Reading @

SINHA 203-204 Intermediate Composition and  
Conversation @

TAMIL 101-102 Elementary Tamil

[SANSK 131/132 Elementary Sanskrit (also  
Classics 131/132)  
Not offered 1994-95.]

SANSK 251/252 Intermediate Sanskrit (also  
Classics 251/252) @#

CLASS 403-404 Independent Study in Sanskrit  
Undergraduate

CLASS 703-704 Independent Study in Sanskrit  
Graduate

### Southeast Asia—Area Courses

ABEN 754 Sociotechnical Aspects of Irrigation

AG EC 464 Economics of Agricultural  
Development

AG EC 754 Sociotechnical Aspects of Irrigation  
(also Agricultural and Biological Engineering  
754 and Government 644)

[ANTHR 306 Ethnographic Description  
Not offered 1994-95.]

ANTHR 322 Magic, Myth, Science, and  
Religion @

[ANTHR 334 Ethnology of Island Southeast Asia  
Not offered 1994-95.]

[ANTHR 335 Peoples and Cultures of Mainland  
Southeast Asia @  
Not offered 1994-95.]

ANTHR 424 Anthropology amongst Disciplines

ANTHR 441/625 Children, Literature, and Society

[ANTHR 610 Myth and Mythology  
Not offered 1994-95.]

ANTHR 619 Anthropological Approaches to the  
Study of Buddhism in Asia

[ANTHR 628 Political Anthropology: Indonesia  
Not offered 1994-95.]

ANTHR 634-635 Southeast Asia: Readings in  
Special Problems

GOVT 344 Government and Politics of Southeast  
Asia @

[GOVT 652 Political Problems of Southeast Asia  
Not offered 1994-95.]

GOVT 653 Plural Societies Revisited

HIST 190 Introduction to Asian Civilizations

[HIST 191 Introduction to Asian Civilization:  
Modern Period @  
Not offered 1994-95.]

HIST 395 Southeast Asia to the Eighteenth  
Century @#

HIST 396 Southeast Asian History from the  
Eighteenth Century @

HIST 695 Early Southeast Asia: Graduate  
Proseminar

HIST 696 Modern Southeast Asia: Graduate  
Proseminar

[HIST 697 Seminar in Southeast Asian Palaeology  
Not offered 1994-95.]

HIST 795-796 Seminar in Southeast Asian  
History

ART H 280 Introduction to Art History: Asian  
Traditions @#

ART H 396 The Arts of Southeast Asia @#

ART H 482 Ceramic Art of China and Southeast  
Asia @#

[ART H 580 Problems in Asian Art  
Not offered 1994-95.]

[ART H 595 Methodology Seminar  
Not offered 1994-95.]

LING 203 Introduction to Southeast Asian  
Languages and Linguistics

LING 405-406 Sociolinguistics

LING 600 Field Methods

[LING 653-654 Seminar in Southeast Asian  
Linguistics  
Not offered 1994-95.]

[LING 655-656 Austronesian Linguistics  
Not offered 1994-95.]

[LING 657-658 Seminar in Austro-Asiatic  
Linguistics  
Not offered 1994-95.]

LING 701-702 Directed Research

[MUSIC 103 Introduction to Musics of the  
World @  
Not offered 1994-95.]



MUSIC 245 Gamelan in Indonesian History and Cultures

MUSIC 345-346 Introduction to the Gamelan

MUSIC 445-446 Cornell Gamelan Ensemble

MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis

NBA 529 Business Environment in Southeast Asia

R SOC 205 Rural Sociology and International Development

Other courses dealing with Southeast Asia are Agricultural and Biological Engineering 771; Anthropology 102 and 420; Architecture 667-668; Asian Studies 250, 351, and 650; Education 685; Government 692; History 190; International Agriculture 603 and 703; Nutritional Sciences 680.

### Southeast Asia—Language Courses

BURM 103-104 Burmese Conversation Practice

BURM 121-122 Elementary Burmese

BURM 123 Continuing Burmese

BURM 201-202 Intermediate Burmese Reading

BURM 301-302 Advanced Burmese Reading

BURM 401-402 Burmese Directed Individual Study

[CEBU 101-102 Elementary Cebuano  
Not offered 1994-95.]

INDO 161-162 FALCON @

INDO 121-122 Elementary Indonesian

INDO 123 Continuing Indonesian

INDO 205-206 Intermediate Indonesian @

[INDO 300 Linguistic Structure of Indonesian  
Not offered 1994-95.]

[INDO 301-302 Advanced Readings in Indonesian  
and Malay  
Not offered 1994-95.]

[INDO 303-304 Advanced Indonesian  
Conversation and Composition  
Not offered 1994-95.]

[INDO 305-306 Directed Individual Study  
Not offered 1994-95.]

[INDO 401-402 Advanced Readings in Indonesian  
and Malay Literature  
Not offered 1994-95.]

JAVA 131-132 Elementary Javanese

JAVA 133-134 Continuing Javanese

JAVA 203-204 Directed Individual Study

KHMER 101-102 Elementary Khmer

KHMER 201-202 Intermediate Khmer Reading @

KHMER 203-204 Intermediate Composition and  
Conversation @

KHMER 301-302 Advanced Khmer @

KHMER 401-402 Directed Individual Study

[KHMER 403-404 Structure of Khmer  
Not offered 1994-95.]

TAG 121-122 Elementary Tagalog

TAG 123 Continuing Tagalog

TAG 205-206 Intermediate Tagalog @

[TAG 300 Linguistic Structure of Tagalog  
Not offered 1994-95.]

THAI 101-102 Elementary Thai

THAI 201-202 Intermediate Thai Reading

THAI 203-204 Intermediate Composition and  
Conversation @

THAI 301-302 Advanced Thai @

THAI 303-304 Thai Literature

THAI 401-402 Directed Individual Study

VIET 103-104 Vietnamese Conversation Practice

VIET 121-122 Elementary Vietnamese

VIET 201-202 Intermediate Vietnamese Reading

VIET 301-302 Advanced Vietnamese

VIET 401-402 Directed Individual Study

## ASTRONOMY

Y. Terzian, chair (512 Space Sciences Building, 255-4935); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, M. M. Davis, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, P. D. Nicholson, C. E. Sagan, E. E. Salpeter, S. L. Shapiro, S. W. Squyres, G. J. Stacey, S. A. Teukolsky, J. F. Veverka, I. M. Wasseman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit

Cornell's astronomy faculty, research staff, and graduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. The 100-level courses and Astronomy 201-202 are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 332 is designed for nonmajors as an introduction to astrophysics and requires at least one year of calculus and college physics as prerequisites. The other courses numbered below 400 have no college prerequisites at all.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuentres Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on

display there, and consult a faculty member about career plans or choice of courses.

### The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, a student would normally elect the introductory physics sequence Physics 112-213-214 or 116-217-218 plus Physics 316 and 318 and the complementary pathway in mathematics, Mathematics 111-122-221-222 or 191-192-293-294 (or equivalent). The sophomore seminar Astronomy 233 "Topics in Astronomy and Astrophysics" will provide an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. Acceptance to the major will first be considered after completion of three semesters of introductory physics and mathematics and in general will require a GPA of 3.20 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

Physics 317, 327, 341, and 443  
Mathematics 421 and 422 (or equivalent,  
e.g. A&EP 321-2)  
Astronomy 410, 431, and 432.

Students are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 400 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects (Astronomy 440). Students whose interest in astronomy is sparked somewhat late in their undergraduate careers are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

**Honors.** A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

**Double majors.** A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

**Concentration.** Students majoring in other fields but interested in astronomy are encouraged to supplement their major with a concentration in astronomy, an option that is somewhat less intensive than a major. Normally Astronomy 431 and 432 are required for a concentration.

### Distribution Requirement

The distribution requirement in physical sciences is met by A101 or A211, A102 or A212, 107, A201, A202 or any course numbered 300 or above. If 107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, and 106 do not satisfy the distribution requirement for the College of Arts and Sciences, but may satisfy the requirements of some other college.

## Courses

### ASTRO 101 The Nature of the Universe

Fall. 4 credits. No prerequisites. Labs and discussions limited to 20 students each.

Lecs, M W F 11:15; labs, every other week: M or W 2:30-5 or M T W or R 7:30-10 p.m.; disc, one hour every week: M or W 1:25, 2:30, 3:35, or 7:30 p.m., or T or R 2:30 or 3:35 p.m. Y. Terzian, T. Herter; labs, P. D. Nicholson.

The history of the universe and the physical nature of existence. An examination of the universe and our place in it and the possible existence of life and intelligence elsewhere in the cosmos. The nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state and composition of the interstellar material and its influence on the evolution of our galaxy. An introduction to the special and general theories of relativity. The nature of time. Modern theories of cosmology and the structure and evolution of the universe.

### ASTRO 102 Our Solar System

Spring. 4 credits. No prerequisites. Labs and discussions limited to 20 students each.

Lecs, M W F 11:15; labs every other week: M or W 2:30-5 or M T W 7:30-10 p.m.; disc, one hour every week: M or W 1:25, 2:30, 3:35, or 7:30 p.m. or T or R 2:30 or 3:35. J. F. Veverka; labs, P. D. Nicholson.

A survey of the current state and past evolution of our solar system, with emphasis on results from the direct exploration of planets by spacecraft. The course is divided into four parts: theories of formation; the inner planets; the outer solar system; and the search for life in the solar system and elsewhere. Stress is placed on the important processes that have shaped the evolution of planets and satellites.

### ASTRO 103 The Nature of the Universe

Fall. 3 credits.

Identical to Astronomy 101 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

### ASTRO 104 Our Solar System

Spring. 3 credits.

Identical to Astronomy 102 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

### ASTRO 105 An Introduction to the Universe

Summer. 3 credits.

M-F 11:30-12:45; evening labs to be arranged. Staff.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will man catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find

out? Each student has an opportunity to make observations with small telescopes.

### ASTRO 106 Essential Ideas in Relativity and Cosmology

Summer. 3 credits. Prerequisites: high school algebra and trigonometry.

M-F 10-11:15. Staff.

Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed.

### ASTRO 107 An Introduction to the Universe

Summer. 4 credits.

M-F 11:30-12:45; lab R 2:30-5:00; evening labs TBA. Staff.

Identical to Astronomy 105 except for the addition of the afternoon laboratory. This course meets the science distribution requirement in the College of Arts and Sciences.

### ASTRO 201 Our Home in the Universe

Fall. 3 credits. Assumes no scientific background. Preference given to freshmen and sophomores. Limited to 25 students.

T R 10:10-11:25; informal labs TBA.

M. Haynes, T. Herter.

A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Four themes are covered over the course of semester: (1) our view of the night sky from the ancient Greeks to the Hubble Space Telescope, (2) the search for planets and life elsewhere; (3) the death of stars and the formation of black holes, and (4) the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

### ASTRO 202 Our Home in the Solar System

Spring. 3 credits. Prerequisite: some background in science. Limited to 25 students.

T R 1:25-2:40. P. Gierasch.

A comparison of the Earth with the other worlds in our solar system, with an emphasis on the nature and fragility of planetary environments. Topics to be discussed include the climate and weather, species extinctions, the history of climate change, evolution of the atmosphere of the Earth and other planets, ecology and biological interdependence, and threats to the current global environment—including ozone layer depletion, greenhouse warming, and nuclear winter. Possible solutions to these problems, including their economic and social costs and their ethical implications, will be considered. The course will attempt to develop skills in writing and in elementary physics and chemistry.

### ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores.

Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 11:15-12:05. J. Houck.

The formation and evolution of stars, supernovae, pulsars, quasars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

### ASTRO 212 The Solar System: Planets, Satellites, and Rings

Spring. 4 credits. Intended for engineering and physical sciences freshmen. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 11:15-12:05. S. Squyres, D. Campbell.

The origin of the solar system; celestial mechanics; tidal evolution; the physics and chemistry of planetary surfaces, atmospheres, and satellites; interiors; planetary rings; asteroids, comets, and meteorites; the search for other planetary systems.

### ASTRO 233 Topics in Astronomy and Astrophysics

Fall. 2 credits. Prerequisites: Physics 112 and 213, Mathematics 112 and 221, or permission of instructor.

T R 1:25-2:15. M. Haynes, P. Nicholson.

A seminar course on advanced topics in astronomy and astrophysics designed for prospective astronomy majors. Content will vary from year to year, but will include topics from the fields of planetary, galactic, and extragalactic research.

### ASTRO 332 Elements of Astrophysics

Spring. 4 credits. Prerequisites: calculus and Physics 213. Physics 214 strongly recommended.

Lec M W F 11:15-12:05. R. Giovannelli.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering and science education, interested in astronomy and astrophysics.

### ASTRO 410 Experimental Astronomy

Fall. 4 credits. Prerequisites: Physics 214 (or 310 or 360), Physics 325 (or co-registration) or permission of instructor. Limited to 10 students.

T R 1:30-4:30 plus night-time observing.

J. Cordes, P. Goldsmith, J. Houck.

Observational astrophysics. Major experiments will involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the 24-inch Hartung-Boothroyd Observatory and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena, asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium and galaxies.

### ASTRO 431 Introduction to Astrophysics and Space Sciences I

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; co-registration in Physics 341 and 443 is recommended.

T R 10:10-11:25. D. Chernoff.

A systematic development of modern astrophysical concepts for physical science

majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure and evolution, radiative transfer, and the interstellar medium. At the level of *Astrophysical Concepts*, by Harwit.

**ASTRO 432 Introduction to Astrophysics and Space Sciences II**

Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor.

G. Stacey.

This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section will cover thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. We will also discuss the propagation of shocks in the interstellar medium in the context of expanding supernovae shells. The cosmology section will include expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements. At the level of *Astrophysical Concepts* by Harwit.

**[ASTRO 434 The Evolution of Planets]**

Fall. 4 credits. Not offered 1994-95.

An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.]

**ASTRO 440 Independent Study in Astronomy**

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Hours to be arranged. Staff.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 510 Space Sciences Building.

**ASTRO 490 Senior Seminar Critical Thinking**

Spring. 3 credits. Permission of instructor required.

T R 2:55-4:10. C. Sagan.

Critical thinking in scientific and nonscientific contexts. Topics will include elements of classical logic and rhetoric, including standards of evidence. Case studies will include examples of competing hypotheses in the history of science, as well as examples from borderline science and medicine, religion, and politics. Stress will be laid on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Discussion will be both qualitative and quantitative. Students from widely diverse fields will be admitted, but are expected to be well-qualified. They will be expected to

assimilate an extensive reading list; the seminar itself will be devoted to the implications of the readings and the interaction of the participants.

**ASTRO 509 General Relativity (also Physics 553)**

Fall. 4 credits. Prerequisite: Knowledge of special relativity at the level of, for example *Classical Mechanics* by Goldstein.

T R 1:25-2:40. S. L. Shapiro.

A systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include: review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitational theories. At the level of *Gravitation* by Misner, Thorne, and Wheeler.

**ASTRO 510 Applications of General Relativity (also Physics 554)**

Spring. 4 credits. Prerequisite: ASTRO 509.

T R 1:25-2:40. S. L. Shapiro.

A continuation of Astronomy 509 with emphasis on applications to astrophysics and cosmology. Topics include: relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.

**[ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Physics 525)]**

Spring. 4 credits. Not offered 1994-95.

The formation of compact objects; neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria and mass limits: the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.]

**ASTRO 516 Galactic Structure and Stellar Dynamics**

Fall. 4 credits.

TBA. D. Chernoff.

The kinematics and distribution of stars in the solar neighborhood. The dynamical structure, composition, and evolution of our galaxy. Characteristics and classifications of galaxies, galaxy groups, globular clusters, and clusters of galaxies. Theory of N-body systems, stellar encounters, collisional and violent relaxation, and stellar evaporation rates. Dynamical evolution of star cluster and associations. Theory of spiral structure. Binary and rotating star systems.

**[ASTRO 520 Radio Astronomy]**

Fall. 4 credits. Not offered 1994-95.

Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.]

**ASTRO 523 Signal Processing and Data Analysis in Astronomy**

Fall. 4 credits.

T R 1:25-2:40. J. Cordes.

Topics will include probability theory, Fourier analysis of discrete and continuous time series, digital filtering, spectral analysis, parameter estimation, statistical inference

using Bayesian methods, stochastic and chaotic processes, image formation and analysis, maximum entropy analysis, and cluster analysis. Special topics will include neural networks and genetic algorithms. Examples will be drawn from subject areas in astronomy and astrophysics, geophysics, plasma physics, and electronics.

**ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy**

Fall. 4 credits.

M W F 10:10-11:00. T. Herter, G. Stacey.

Optical/infrared and submillimeter telescopes and instrumentation will be discussed and related to current research in these fields. Special emphasis will be on detector elements, instrument design and construction, data analysis and observing procedures. Intended for students with a thorough understanding of undergraduate physics.

**[ASTRO 530 Astrophysical Processes]**

Spring. 4 credits. Not offered 1994-95.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering will be covered, as well as spectral line transfer and topics in atomic and molecular spectroscopy. These topics will be discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.]

**[ASTRO 555 Theory of the Interstellar Medium (also Physics 665)]**

Spring. 4 credits. Not offered 1994-95.

Global theories of the interstellar medium-mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observations techniques, current problems and results.]

**[ASTRO 560 Theory of Stellar Structure and Evolution (also Physics 667)]**

Fall. 4 credits. Not offered 1994-95.

Summary of observational facts on stars; dimensional analysis; nuclear reactions and energy transport in stellar interiors; models for static and evolving stars. At the level of *Principles of Stellar Evolution and Nucleosynthesis*, by Clayton.]

**[ASTRO 570 Physics of the Planets]**

Fall. 4 credits. Not offered 1994-95.

An introductory survey of planetary science with an emphasis on the application of physical principles. Recent observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, will also be discussed. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, figures, and heat sources. Physics and chemistry of planetary atmospheres, including radiative transfer, convection, thermal structure, and dynamics. Intended for students in astronomy, physics, and engineering.]

**[ASTRO 571 Mechanics of the Solar System (also Theoretical and Applied Mechanics 673)]**

Spring. 3 credits. Not offered 1994-95.

Two 1-1/4 hour lects. J. Burns.

Gravitational potential, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling. Cassini states. Long-term variations in planetary orbits. Orbital and Rotational Chaos. Dust dynamics. Dynamics of ring systems. Physics of interiors, seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.]

**[ASTRO 575 Atmospheric and Ionospheric Physics (also Electrical Engineering 585)]**

Fall. 3 credits. Not offered 1994-95.

Energy balance and thermal structure of neutral atmospheres. Elements of circulation theory. Waves and instabilities. Coupling of lower atmospheres to upper atmospheres. Observations of the terrestrial atmosphere and of the other planets. Physical processes in the earth's ionosphere and magnetosphere. Production, loss, and transport of charged particles. Electric fields. Coupling of neutral atmosphere dynamics with electric fields and charged-particle transport. Diagnostic techniques, including radar and in situ observations. The equatorial electrojet. Observations of ionospheres on the other planets.]

**[ASTRO 576 Solar Terrestrial Physics (also Electrical Engineering 586)]**

Spring. 3 credits. Not offered 1994-95.

High-latitude ionosphere; electric fields in the polar cap and auroral zone; particle precipitation and the aurora; magnetic and ionospheric storms; plasma instabilities in the ionosphere and magnetosphere; structure and physical processes in the sun, solar corona, and solar wind; interactions between the solar wind and the earth's magnetosphere; trapping, acceleration, and drift of energetic particles in the magnetosphere.]

**ASTRO 579 Celestial Mechanics (also Theoretical and Applied Mechanics 672)**

Spring. 3 credits.

Two 1-1/4 hour lects a week, hours TBA.

J. Burns.

Description of orbits. Two-body, 3-body, and n-body problems. Hill curves; libration points and their stability; capture problems; virial theorem. Osculating elements; perturbation equations: effects of gravitational potentials, atmospheric drag, and radiation forces on orbits, secular perturbations, resonance problems. Mechanics of planetary rings.

**ASTRO 590 Galaxies and the Universe**

Spring. 4 credits.

M W 1:25-2:40. M. Haynes, R. Giovanelli.

The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.

**[ASTRO 599 Cosmology]**

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. Not offered 1994-95.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics will include observational overview; growth of irregularities, galaxy formation and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Physical Cosmology* and *The Large Scale Structure of the Universe*.]

**[ASTRO 620 Seminar: Advanced Radio Astronomy]**

Spring. 2 credits. Prerequisites: some background in extragalactic astronomy and/or radio astronomy suggested. Open to advanced undergraduates by permission of instructor. Not offered 1994-95.

Selected topics in observational cosmology at radio wavelengths including: redshift surveys, gas stripping mechanisms, rotation curves and the distributions of mass and light, large scale structure, peculiar motions, atomic and molecular studies at high redshift, the Sunyaev-Zel'dovich effect, evolution of radio luminosity function, and the cosmic microwave background.]

**[ASTRO 621 Seminar: Planetary Radar Astronomy]**

Spring. 3 credits. Not offered 1994-95.]

**ASTRO 640 Advanced Study and Research**

Fall or spring. Credit to be arranged.

Hours to be arranged. Staff.

Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 510 Space Sciences Building.

**[ASTRO 660 Cosmic Electrodynamics (also Applied and Engineering Physics 608)]**

Spring. 2 credits. Not offered 1994-95.]

**ASTRO 671 Seminar: Satellites and Rings of the Outer Solar System**

Fall. 3 credits.

TBA. P. Nicholson, S. Squyres.

An informal series of lectures on the satellites and rings of the outer solar system: Io, the icy satellites of the giant planets, and the ring systems of the giant planets. Topics to be discussed include the origin, evolution, and current structure of satellites and rings, with particular emphasis on past and future spacecraft exploration of the outer solar system.

**ASTRO 673 Seminar: Planetary Atmospheres**

Spring. 2 credits.

TBA. P. Gierasch.

This course will deal with motions in planetary atmospheres. Among the topics to be discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.

**[ASTRO 680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation]**

Spring. 2 credits. Not offered 1994-95.]

**[ASTRO 690 Seminar: Computational Astrophysics (also Physics 680)]**

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN or C. Not offered 1994-95.

T R 10:10-11:25. S. A. Teukolsky.

A course designed to familiarize graduate students with numerical techniques for solving diverse problems in astrophysics. Numerical methods discussed in the course will include solving ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to," rather than theoretical. No theorems will be proved. Students will be allotted computer time to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes* by Press, Teukolsky, Vetterling, and Flannery.]

**ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also Physics 665)**

Fall. 2 credits.

M 2:30-4. E. Salpeter.

An informal seminar, meeting Mondays (and occasionally Wednesdays), for advanced graduate students in astronomy or physics. Topics: Radiative transfer and stellar atmospheres, theories of star formation.

## BIOLOGICAL SCIENCES

P. J. Bruns, director (169 Biotechnology Building, 255-5042); H. T. Stinson, associate director and director of undergraduate studies (200 Stimson Hall, 255-5233); R. M. Sparrow, biology center coordinator (Biology Center, 216 Stimson Hall, 255-3358); M. L. Cox, executive staff assistant (200 Stimson Hall, 255-6859)

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult



the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

## BIOLOGY AND SOCIETY MAJOR

See Special Programs and Interdisciplinary Studies.

## BURMESE AND CEBUANO (BISAYAN).

See Modern Languages and Linguistics.

## CHEMISTRY

B. Ganem, chair (124 Baker Laboratory, 255-4174); H. D. Abruña, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, J. C. Clardy, D. B. Collum, H. F. Davis, F. J. DiSalvo, G. S. Ezra, R. C. Fay, J. M. J. Fréchet, J. H. Freed, M. A. Hines, R. Hoffmann, P. L. Houston, A. Kuki, R. Loring, J. E. McMurry, J. Meinwald, S. O. Russo, H. A. Scheraga, D. Sogah, D. A. Usher, B. Widom, J. R. Wiesenfeld, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

J. E. McMurry, director of undergraduate studies

S. T. Marcus, associate director of undergraduate studies

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

### The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. The required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably Chemistry 215–216 although Chemistry 207–208 is acceptable), mathematics, a freshman writing seminar, a foreign

language if necessary, or physics. Chemistry 215–216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (Chemistry 359–360 is preferred to Chemistry 357–358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I. Chemistry 389–390, Physical Chemistry I and II, and Chemistry 302–303, Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215–216; or 207–208; 300; or 211–208, 300; or 103–104, 208, 300; (2) Physics 207 or 112; and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. Knowledge of simple computer programming is essential. This may be achieved either by self-study (a syllabus is available) or by taking a course such as Computer Science 100. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) Chemistry 301–302–303, 359–360 (357–358 may be substituted), 389–390, and 410
- 2) Mathematics 112, 213; or 122, 221–222; or 192–293–294
- 3) Physics 208

Potential majors electing to take Mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as Chemistry 405, 605, 606, 666, 668, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

**Honors.** The honors program in chemistry offers superior students an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although, failure to have completed those courses in the junior

year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in a prior research program.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (Chemistry 498) is expected.

### The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee.

#### The Core Program for the Alternative Major

- 1) Chemistry 215–216 (or 207–208, 300; or 211, 208, 300; or 103, 208, 300); 253, 251, 287, 289, and 410 (Chem 357–358 or 359–360 can be substituted for Chem 253, or Chem 389–390 can be substituted for Chem 287, thereby fulfilling the requirement for an additional chemistry course)
- 2) Mathematics 111–112; or 111, 122; or 191–192
- 3) Physics 207–208; or 112, 213

#### Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

### Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7–12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at

Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Financial support is available for qualified applicants. Additional information is available from Susie Slack, 424 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

### Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

### Courses

Preliminary examinations for all courses may be given in the evening.

#### CHEM 103 Introduction to General Chemistry

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than Chemistry 207-208.

Lecs, M W F 11:15; lab, T R or F 8:00-11:00, or M W or F 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 29, Oct. 25, Nov. 17. S. Russo.

An introduction to general chemistry, with emphasis on important principles and facts. Chemistry 103 covers much of the same material as Chemistry 207 and the first third of Chemistry 208, but does so in less depth.

#### CHEM 104 Introduction to Organic and Biological Chemistry

Spring or summer. 3 credits. Enrollment limited. Prerequisite: Chemistry 103 or 207.

Lecs, M W 11:15; lab, T R 8:00-11:00, or F 10:10-1:10, or M W or F 1:25-4:25. Prelims: 7:30-9 p.m., March 2, April 11. D. A. Usher.

An introduction to organic and biological chemistry, with emphasis on important reactions of organic compounds and on the applications of those reactions in biological systems.

#### CHEM 203 Strategies in Science: The World of Chemistry

Spring. 3 credits. This course plus Chemistry 103, 204, or 207 or 211 satisfies the College of Arts and Sciences physical science distribution requirement. Chemistry 203 also satisfies the C.A.L.S. physical science requirement of one course in chemistry.

Lecs and discs: M W F 12:20. Prelims: 7:30-9 p.m., March 7, April 11. J. Clardy. A general appreciation of chemistry in the everyday world which will highlight for nonscientists the way the scientific method works. Using several case studies, the course will focus not only on what modern chemistry has accomplished, but more generally on the way scientists think, how they function, what

their *modus operandi* is. Selected topics include (a) the chemistry of food, food additives, and the effect of diet on health; (b) drugs and medicines; (c) air and water pollution, pesticides, herbicides, acid rain, and other environmental chemistry; (d) the chemistry of plastics, polymers, and other modern materials; (e) the chemistry of taste and smell, including flavors, perfumes, and cosmetics; and (f) biotechnology and genetic chemistry. Other topics to be discussed are the influence of the media on scientific issues, the decision-making process in science, scientific publishing, and fraud in science.

**CHEM 204 The Language of Chemistry**  
Fall. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" (Group I) distribution requirement, as well as the C.A.L.S. physical science requirement of one course in chemistry. S-U or letter grades.

Lecs and disc, M W F 12:20. J. Meinwald. Prelims 12:20 p.m., Sept. 23, Oct. 26.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, taxol, penicillin, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers will be developed. Methods of analyzing problems will be emphasized, rather than the memorization of specific results or formulas. There will be an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.

#### CHEM 207-208 General Chemistry

207, fall or summer; 208, spring or summer. 4 credits each term. Enrollment limited.

Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 207 or 103.

Lecs: fall, T R 10:10 or 12:20; spring, T R 9:05, 10:10 or 12:20. Lab: fall, T R F 8-12 or M T W R or F 12:20-4:25; spring, T R F 8-12 or M T W R or F 12:20-4:25. Prelims: 7:30-9 p.m., Oct. 4, Nov. 10, Feb. 28, April 13. Fall: B. K. Carpenter; spring: H. D. Abruna.

The fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

*Note:* Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

#### CHEM 211 Chemistry for the Applied Sciences

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited.

Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191.

Lecs: fall, M W F 12:20; spring, M W F 10:10. Lab: fall, M T W R F 1:25-4:25; spring, M T W R F 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 20, Oct. 20, Nov. 17, Feb. 16, March 14, April 17. Fall: P. T. Wolczanski; spring: H. F. Davis.

The important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

*Note:* Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

#### CHEM 215-216 General and Inorganic Chemistry

215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry and physics and in mathematics SAT.

Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215.

Fall: lec, M W F 12:20; lab, M T W R or F 1:25-4:25. Spring: lec, M W F 12:20; two labs, M W 1:25-4:25, T R 10:10-1:10 or T R 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 27, Oct. 20, Nov. 17, Feb. 16, March 14, April 19. Fall: B. Widom; spring: R. C. Fay.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

#### [CHEM 222 Molecular Messengers in Nature

Spring. 3 credits. Prerequisite: one year of high school chemistry, Chemistry 103 or 207, or permission of instructor. Not offered 1994-95.

Lecs, M W F 11:15. J. Meinwald. Organisms communicate with one another in nature chiefly by means of chemical signals. We will examine this intriguing mode of communication as it applies to a wide variety of species ranging from bacteria to insects and mammals, including humans. Essential concepts of organic chemistry and biology will be introduced and illustrated. Each student will be expected to prepare a term paper, and there will be an opportunity for oral presentation of some of these papers for class discussion.]

#### CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in Chemistry 253 or 357.

Lecs: fall, M or F 8:00; spring, F 8:00 (all students attend first lecture); lab, M T W R or F 1:25–4:25, or T or R 8–11. Prelims: 7:30–9 p.m., Fall: Oct. 4, Nov. 10. Spring: 8:00 a.m. Fall: S. Russo; Spring: D. Sogah.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

#### **CHEM 252 Elementary Experimental Organic Chemistry**

Spring or summer. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251.

Lec, M 8:00; lab, M T W or R 1:25–4:25, or T or R 8–11. Prelims: 8 a.m. S. Russo. A continuation of Chemistry 251.

#### **CHEM 253 Elementary Organic Chemistry**

Fall or summer. 4 credits. Primarily for students in the biological curricula. Prerequisite: Chemistry 208 or 216.

Lecs, M W F S 11:15. Prelims: 7:30–9 p.m., Sept. 22, Oct. 18, Nov. 15. D. A. Usher.

The occurrence and properties of organic molecules and the mechanisms of organic reactions, including a brief introduction to the organic chemistry of biological systems.

*Note:* Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students may earn 6 credits by taking Chemistry 251–253 or 8 credits by taking Chemistry 357, 358 and 251 or 253, 251, and 252.

#### **CHEM 255 Elementary Organic Chemistry**

Fall or summer. 2 credits. Same course as Chemistry 253, but to be taken for reduced credit by students already having 3 credits for Chemistry 357.

#### **CHEM 287–288 Introductory Physical Chemistry**

287, fall; 288, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111–112, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287 or 389.

Lecs, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25, T 9:05. Prelims: 7:30–9 p.m., 287: Sept. 29, Nov. 3, Nov. 29. 288: Feb. 16, March 30, April 27. Fall: A. Kuki; spring: B. A. Baird.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and the quantum mechanics of the periodic table and chemical bonding. In the spring the course will be oriented to the application of physical chemistry to biological systems, including mass transport, kinetics, spectroscopy, and probability. Chemistry 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

#### **CHEM 289–290 Introductory Physical Chemistry Laboratory**

289, fall; 290, spring. 2 credits each term. Lec: fall, R 8 a.m.; spring, R 9:05. Lab: fall, M T 1:25–4:25; spring, M T W R F 1:25–4:25. Fall: A. C. Albrecht; spring: J. H. Freed.

Quantitative and qualitative methods basic to the experimental study of physical chemistry.

#### **CHEM 300 Quantitative Chemistry**

Fall. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry.

Lec, W 8:00; lab, M T W R F 12:20–4:25 or T R 8–12. Prelim: 12:20, Nov. 16. J. M. Burlitch.

Gravimetric, volumetric, spectrophotometric, and potentiometric methods are emphasized. Lectures and problem sets stress the relationship between theory and applications.

#### **CHEM 301 Experimental Chemistry I**

Spring. 4 credits. Prerequisites: Chemistry 216 or 300, and 253 or 357 or 359.

Lecs, M W F 8; 2 labs, M W 1:25–4:25 or T R 8–11 or 1:25–4:25. Prelims: 8 a.m., March 8. C. F. Wilcox.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions will be explored in the laboratory. The theoretical basis for these reactions and for the separation techniques used will be discussed in the lectures.

#### **CHEM 302 Experimental Chemistry II**

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301.

Lecs, M W F 9:05; 2 labs, M W 1:25–4:25, or T R 1:25–4:25. C. F. Wilcox and M. A. Hines.

Instrumental methods of analysis, including optical spectroscopy, atomic absorption, NMR, mass spectrometry, gas chromatography, and electrochemical methods.

#### **CHEM 303 Experimental Chemistry III**

Spring. 4 credits. Each lab limited to 11 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible.

Lecs, M W F 9:05; 2 labs, M W 1:25–4:25, or T R 9:00–12:00 or T R 1:25–4:25. D. B. Zax.

An introduction to measurement strategies in physical chemistry as applied to kinetics, spectroscopy, the dynamics of photo-excited states, and the dielectric properties of matter. The principles and assembly of electronic, optic, computer, and vacuum line equipment will be studied.

#### **CHEM 357–358 Introductory Organic Chemistry**

357, fall; 358, spring. 3 credits each term. Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357; recommended: concurrent registration in Chemistry 252 or 301.

Lecs, M W F 9:05 or 10:10, optional rec may be offered. Prelims: 7:30–9 p.m., Sept. 20, Oct. 18, Nov. 15, Feb. 16, March 16, April 18. Fall: J. M. J. Fréchet; spring: J. E. McMurtry.

A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

*Note:* Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students will not be permitted to take Chemistry 358 after completing Chemistry 253.

#### **CHEM 359–360 Organic Chemistry I and II**

359, fall; 360, spring. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359. Recommended: coregistration in Chemistry 300–301–302.

Lecs, M W F 9:05; discussion session, W 7:30 p.m. Prelims: 9:05 a.m., Sept. 28, Oct. 21, Nov. 21, Feb. 22, March 16, April 7. Fall: J. C. Clardy; spring: T. P. Begley.

A rigorous and systematic study of organic and organometallic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

#### **CHEM 389–390 Physical Chemistry I and II**

389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221–222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389.

Lecs, M W F 10:10; rec, M or W 1:25, or T 9:05. Prelims: 7:30–9 p.m., 389: Sept. 29, Nov. 3, Nov. 29. 390.1: Feb. 16, March 14, April 18. 390.2: Feb. 16, March 14, April 18. Fall: R. F. Loring; spring: 390.1: P. L. Houston, 390.2: M. Duncan.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry. In the spring, there will be two lectures; lecture 02 will be for engineering students only.

#### **CHEM 405 Techniques of Modern Synthetic Chemistry**

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: Chemistry 302 and permission of instructor. To receive three credits, students must perform a minimum of three two-week experiments. Six credits will be given for three additional experiments. Completion of five exercises in elementary glass-blowing will count as one experiment.

Lab time required: 16 hours each week, including at least two 4-hour sessions in one section (M W 1:25). First meeting will be at 1:30 on first class day of semester.

Lec, first week only, at times to be arranged. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, sol-gel, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.

#### **CHEM 410 Inorganic Chemistry**

Fall. 4 credits. Prerequisites: Chemistry 253, 358 or 360, and 287 or 390.

Lecs, M W F 11:15. F. J. DiSalvo.

A systematic study of the synthesis, structure, bonding, reactivity and uses of inorganic molecular and solid state compounds.

**CHEM 421 Introduction to Inorganic Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 389-390, or Chemistry 287-288, and Chemistry 289-290 with an average of B- or better, or permission of instructor. Selected faculty. Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 433 Introduction to Analytical Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 390 with an average of B- or better or permission of instructor. Selected faculty. Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 461 Introduction to Organic Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty. Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 477 Introduction to Physical Chemistry Research**

Fall or spring. 2-4 credits. Prerequisite: Chemistry 390 with an average of B- or better or permission of instructor. Selected faculty. Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 498 Honors Seminar**

Spring. No credit. Admission by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject.

W 2:30-4. J. Meinwald.

Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

**CHEM 600-601 General Chemistry Colloquium**

600, fall; 601, spring. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

R 4. Fall: R. Loring; spring: J. H. Freed. A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguished visitors and faculty members.

**CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity**

Fall. 4 credits. Prerequisite: Chemistry 389-390 or equivalent or permission of instructor.

Lecs, M W F 11:15. R. C. Fay. Selected topics in structure, bonding, and reactivity of inorganic compounds with emphasis on main group elements; at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level

of Cotton's *Chemical Applications of Group Theory*.

**[CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Inorganic and Organotransition Metal Compounds]**

Fall. 4 credits. Not offered 1994-95.

Lecs, M W F 10:10. P. T. Wolczanski. Synthesis, structure, and reactivity of coordination compounds and organometallic complexes. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

**CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry**

Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor.

Lecs, M W F 12:20. F. J. DiSalvo. The third of a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

**CHEM 622 Chemical Communication (also Biological Sciences 623)**

Fall. 4 credits. Limited to 30 students. Prerequisites: Chemistry 358 or 360 and Biological Sciences 102. Intended primarily for research-oriented students. Offered alternate years.

Lecs, M W F 1:25. J. Meinwald, T. Eisner, W. Roelofs and guest lectures.

The production, transmission, and reception of chemical signals in communicative interactions of animals, plants, and microorganisms. Communication involving insects is emphasized. Specific topics are treated, with varying emphasis on chemical, biochemical, neurobiological, ecological, and evolutionary principles.

**[CHEM 625 Advanced Analytical Chemistry I]**

Fall. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent. Not offered 1994-95.

Lecs, M W F 9:05; occasional prelims T 7:30 p.m. D. B. Zax.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.]

**[CHEM 627 Advanced Analytical Chemistry II]**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent. Not offered 1994-95.

Lecs, T R 10:10; problem sessions and exams, T 7:30 p.m.

Modern analytical methods for molecular characterizations, including electron, Mossbauer, and Fourier spectroscopy; mass spectrometry; methods applicable to macromolecules; information theory.]

**CHEM 628 Advanced Analytical Chemistry III (also Nutritional Sciences 690)**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390, or Chemistry 208 and Mathematics 112, or permission of instructor.

Lecs, T R 10:10. J. T. Brenna.

Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solids mass spectrometry, high precision isotope ratio techniques, activation analysis, microscopic, microprobe, and electron spectroscopy. Applications to biological and solid state problems.

**[CHEM 629 Electrochemistry]**

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Not offered 1994-95.

Lecs, T R 8:40-9:55. H. D. Abruna. Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, and diffusion. A wide range of techniques and their application as well as instrumental aspects will be covered.]

**CHEM 650-651 Organic and Organometallic Chemistry Seminar**

650, fall; 651, spring. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

M 4. D. B. Collum.

A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

**CHEM 665 Advanced Organic Chemistry**

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360, and 390 or equivalents or permission of instructor.

Lecs, M W F 12:20. D. B. Collum.

A survey of reaction mechanisms and reactive intermediates in organic chemistry.

**CHEM 666 Synthetic Organic Chemistry**

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 665 or permission of instructor.

Lecs, T R 10:10-11:25. D. B. Collum. Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

**CHEM 668 Chemical Aspects of Biological Processes**

Fall. 4 credits. Prerequisite: Chemistry 360 or equivalent.

Lecs, T R 10:00-11:30; and occasionally M 8 p.m. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes will be emphasized.

**[CHEM 671 Synthetic Polymer Chemistry (also Materials Science and Engineering 671 and Chemical Engineering 675)]**

Spring. 4 credits. Prerequisite: Chemistry 359-360 or equivalent or permission of instructor; recommended: Materials Science and Engineering 620. Not offered 1994-95.



Lecs, T R 8:30–10. D. Sogah.  
Modern concepts in synthetic polymer chemistry. The application of organic synthesis to the development of new polymers and copolymers and the control of their architecture. Chain and step-growth polymerizations, reactions of polymers, block and graft copolymers. A broad spectrum of applications from recent literature will also be discussed.]

#### CHEM 672 Protein Kinetics

Fall. 4 credits. Primarily for graduate students in Chemistry and Biochemistry. Prerequisite: Chemistry 390, Biological Sciences 331, or equivalents or permission of instructor.

Lecs, M W F 9:05. B. A. Baird.  
Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include: protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; role of cell membrane receptors in regulating cellular activities.

#### [CHEM 677 Chemistry of Nucleic Acids

Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Not offered 1994–95.

Lecs, M W 10–11:10. D. A. Usher.  
Properties, synthesis, reactions, and biochemical reactions of nucleic acids.]

#### CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents.

Lecs, M W F 9:05–10. J. H. Freed.  
Principles of statistical thermodynamics. Ensemble averages, Boltzmann distribution, partition functions, and thermodynamic quantities. Ideal gases and crystals. Evaluating thermodynamic properties from spectroscopic and structural data. Chemical equilibrium. Dense gases; the second virial coefficient. Statistical mechanics of solutions. Bose-Einstein statistics: photons, phonons. Fermi-Dirac Statistics: electrons in metals. At the level of *Introduction to Statistical Thermodynamics* by Hill.

#### [CHEM 681 Physical Chemistry III

Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 213 and Physics 208; or equivalents. Not offered 1994–95.

Lecs, M W F 10:10.  
An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Quantum Chemistry*, by Levine.]

#### CHEM 686 Physical Chemistry of Proteins

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. S-U grades. Letter grades for undergraduates. Offered alternate years.

Lecs, M W F 8, and occasionally W 7:30 p.m. H. A. Scheraga.  
Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.

#### CHEM 700 Baker Lectures

Fall, on dates to be announced. No credit. Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term. This year's lecturer: Prof. Gerhard Wegner, Max Planck Institute for Polymer Research, Mainz, Germany.

#### [CHEM 701–702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry

701, fall; 702, spring. No credit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry. Not offered 1994–95. Hours to be arranged.]

#### CHEM 716 Special Topics in Advanced Inorganic Chemistry

Fall. 3 credits.  
Lecs, M W F 10:10–11:00. D. B. Zax.  
Topic: Applications of nuclear magnetic resonance, and other spectroscopies, to problems of structure and dynamics in solids.

#### CHEM 745 Physical Polymer Science I (also Chemical Engineering 745)

Spring. 3 credits. Prerequisite: a graduate-level thermodynamics statistical course.

Lecs, to be arranged. C. Cohen.  
Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomenon.

#### CHEM 762 Special Topics in Organic Chemistry: Fundamentals of Polymer Chemistry

Fall. 4 credits. Prerequisite: Physical Chem 389/390 and Organic Chem 359/360 or equivalent or permission of instructor. Primarily for graduate and advanced undergraduate students.

Lecs, T R 8:30–10:00. D. Y. Sogah.  
Introduction to polymer physical chemistry. Kinetics and mechanisms of Polymerization methods: Ionic, radical, step-growth and group transfer polymerization. Polymer Stereochemistry. Solution properties: Molecular weight characterization and polymer solubility. Mechanical and Thermal Properties. Structure-Property Relations. The discussions will focus on chemistry rather than engineering of polymers and examples will be taken from current literature.

#### CHEM 765 Physical Organic Chemistry I

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor.

Lecs, M W F 10:10. B. K. Carpenter.  
Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.

#### [CHEM 766 Physical Organic Chemistry II

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 1994–95. Quantitative aspects of organic chemistry.]

#### [CHEM 774 Chemistry of Natural Products

Fall. 3 credits. Primarily for graduate students. Prerequisites: Chemistry 665–666. Not offered 1994–95.

Lecs, T R 12:20.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.]

#### CHEM 780 Principles of Chemical Kinetics

Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor.

Lecs, T R 10:00–11:15. P. L. Houston.  
Principles and theories of chemical kinetics; special topics such as surface reactions, photochemistry, enzymatic reactions, energy transfer, and molecular beams.

#### CHEM 782 Special Topics in Biophysical and Bioorganic Chemistry

Spring. 3 credits.  
Lecs, T R 11:15. A. Kuki.  
Topics vary from year to year.

#### [CHEM 789 X-ray Crystallography

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Offered alternate years. Not offered 1994–95.

Lecs, M W F 10:10. J. Clardy.  
A beginning course in the application of X-ray crystallography to structural chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and theoretical aspects are illustrated by conducting an actual structure determination as a classroom exercise.]

#### [CHEM 791 Spectroscopy

Spring. 4 credits. Prerequisite: Chemistry 793 or Physics 443 or equivalent. Not offered 1994–95.

Lecs, M W F 10:10–11. G. S. Ezra.  
The course will explore the interaction of light with matter. We will start with the quantum mechanical foundations of spectroscopy and follow with a detailed treatment of a variety of different spectroscopies including the study of rotation, vibration, and electronic spectra of polyatomics. As time and interest allow, we will cover special topics such as non-linear spectroscopies and the molecular symmetry group. At the level of *Kroto's Molecular Rotation Spectra*.]

#### [CHEM 792 Molecular Collision Theory

Spring. 4 credits. Not offered 1994–95.

Lecs, T R 10:10–11:25. G. S. Ezra.  
The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of *Child's Molecular Collision Theory* and *Taylor's Scattering Theory*.]

#### CHEM 793 Quantum Mechanics I

Fall. 4 credits. Prerequisites: Chemistry 681, coregistration in Mathematics 421 or equivalents or permission of instructor.

Lecs, M W F 11:15. G. S. Ezra.  
Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle. At the level of *Cohen-Tannoudji's Quantum Mechanics*.

#### CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and the equivalent of or coregistration in Physics 432 and Mathematics 422, or permission of instructor.

Lecs, M W F 9:05. A. C. Albrecht.

Quantum structure of atoms and molecules. Time-dependent phenomena in quantum mechanics and light/matter interaction. Spectroscopies. Group theory. At the level of Weissbluth's *Atoms and Molecules*, Levine's *Quantum Chemistry*, and Sakurai's *Modern Quantum Mechanics*.

#### CHEM 796 Statistical Mechanics

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 678 and 793 or equivalent.

Lecs, T R 8:30-9:55. B. Widom.

Statistical mechanics of systems of interacting particles. Structure and thermodynamics of classical liquids. Phase transitions and critical phenomena. This course provides a survey of topics in modern statistical mechanics.

Students are presumed to have taken a course in statistical thermodynamics at the level of the first ten chapters of *Statistical Mechanics*, by McQuarrie.

#### CHEM 798 Special Topics in Physical Chemistry: Phase Transitions and Phase Equilibrium

Spring. 4 credits. Prerequisite: Chemistry 605, or 681, or 793, or Physics 443, or the equivalent.

Lecs, T R 10:10-11:25. R. Hoffmann. Bonding in extended materials—solids, surfaces, and polymers—will be discussed, at an intermediate level.

## CHINESE

See Modern Languages and Linguistics.

FALCON Program: 255-6457; C. Shih, 213 Morrill Hall, 255-4230; J. Wheatley, 416 Morrill Hall, 255-9301.

## CLASSICS

J. Rusten, acting chair; L. S. Abel, F. M. Ahl, J. Barrett, K. Clinton, J. E. Coleman, G. Davis, J. R. Ginsburg, I. Hohendahl, P. Keyser, G. M. Kirkwood (emeritus), H. Kolias, P. I. Kuniholm, D. Mankin (director of undergraduate studies), G. M. Messing (emeritus), C. Minkowski, P. T. Mitsis, A. Nussbaum, H. Pelliccia (graduate faculty representative), P. Pucci, D. R. Shanzer

Timothy D. Barnes, Townsend Lecturer

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint upon subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With nineteen faculty members, together with professors of related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages and Linguistics, and Near Eastern Studies and in the Archaeology, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language,

literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers: in law, teaching, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollegiate Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered, of course; and for the more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

### Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

#### Classics

Those who major in Classics must complete 24 credits in advanced Greek or Latin (numbered 201 or above) and 15 credits in related subjects selected in consultation with the adviser.

#### Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical

civilization, Classical archaeology, Latin, and Greek; and (c) 15 credits in related subjects selected in consultation with the adviser.

#### Greek

Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin).

#### Latin

Requirements for the major in Latin parallel those of the major in Greek.

#### Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B+ or better, and who have demonstrated superior performance in Classical courses (Greek, Latin, and Classical Civilization), submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester. The chair will appoint a committee of three faculty members for each candidate, and the committee will be responsible for evaluating the candidate's proposal and subsequently supervising his or her work. At the completion of the honors thesis, which must demonstrate knowledge of the main bibliographical sources, give promise of scholarly talent, and show creativity, the committee will determine the level of honors to be awarded.

### Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through Cornell Abroad in Greece at the Athens Centre. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

### Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) and a certain amount of tuition aid made possible by gifts from the Constantinos C. Polychronis Foundation are normally available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These six-week courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students

needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by March 31.

### Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin, ancient Greek, and modern Greek courses is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

### Freshman Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

### Classical Civilization

#### CLASS 100 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits.

I. Hohendahl.

This course gives the student with no knowledge of the Classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

#### CLASS 102 Bioscientific Terminology

Summer. 3 credits. H. Roisman.

A study of the Greek and Latin word elements that combine to form most of the specialized terms in the biological sciences. The student who learns the meanings of those elements and the rules of word formation usually can recognize the basic meaning of any unfamiliar word in that field. The class also gives attention to misformations and words still in use that reflect outmoded scientific theories.

#### CLASS 211 The Greek Experience #

Fall. 3 credits.

F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

#### CLASS 212 The Roman Experience #

Spring. 3 credits.

D. Mankin.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.

#### CLASS 217-218 Initiation to Greek and Roman Cultures #

Limited to 18 students. These courses are intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted) and may be taken independently of one another. Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall. Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a

supplementary one-hour (occasionally two-hour) session, during which the class will participate in workshops with specially invited guests.

#### CLASS 217 Initiation to Greek Culture #

Fall. 4 credits.

J. Barrett and P. Pucci.

This course will examine the development in Greek thought from mythological to philosophical explanations of the world and man's place in it. Readings will include Homer, Aeschylus, Sophocles, Euripides, the pre-Socratics, Plato, and Aristotle, as well as works by such seminal modern thinkers as Hegel, Nietzsche, Heidegger, and Derrida.

#### CLASS 218 Initiation to Roman Culture #

Spring. 4 credits. Not offered spring 1995. Staff.]

#### CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223) #

Spring. 3 credits. Students may not obtain credit for both this course and Classics 123.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics will be: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

#### CLASS 235 Modern Greek Poetry and Politics (also Comparative Literature 235)

3 credits. Not offered 1994-95.

G. Holst-Warhaft.]

#### CLASS 236 Greek Mythology (also Comparative Literature 236) #

Fall or summer. 3 credits.

D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

#### CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237) #

Spring. 3 credits. Not offered 1994-95; next offered 1996-97.

K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabirol, the Great Gods of Samothrace, and Bacchic rites.]

#### CLASS 238 The Ancient Epic and Beyond #

Fall. 3 credits. Not offered 1994-95; next offered 1995-96.

H. Pelliccia.

We will move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including the British poet Christopher Logue's "account" of the opening books) and *Odyssey*, we will continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time will have us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

#### CLASS 245 Greek and Roman Historians #

3 credits. Not offered 1994-95.

J. Ginsburg.]

#### CLASS 285 Art, Archaeology, and Analysis (also ARCH 285, ENGRG 185, MS&E 285, PHYS 200, ENGL 285, ART 372, and NS&E 285)

Spring. 3 credits.

Staff.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. For complete description, see ENGRG 185.

#### CLASS 291 Classical Indian Narrative (also Asian Studies 291)

Spring. 3 credits.

C. Minkowski.

For description, see Asian Studies 291.

#### CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #

4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1994-95; next offered 1995-96.

K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

#### CLASS 339 Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Comparative Literature 339) #

4 credits. Not offered 1994-95; next offered 1995-96.

F. Ahl.]

#### CLASS 352 Queen of Cities: Byzantine Constantinople, Ottoman Istanbul (also History 315, Near Eastern Studies 350, and Religious Studies 352) @#

Spring. 4 credits. Not offered 1994-95.

L. Peirce and C. Rapp.

For description, see Near Eastern Studies 350.]

**CLASS 357 Greek Sanctuaries and Pausanias (also Archaeology 357, Religious Studies 353, and Classics 457) #**

Fall. 3 credits. Prerequisite: at least one course in classical civilization or archaeology. K. Clinton and J. Coleman.

Many Greek sanctuaries were described by Pausanias, who wrote a guide to Greece in the second century C.E. By comparing his descriptions (and other written sources) with the archaeological remains at the actual sites, the course will examine how these sanctuaries functioned and what they meant to Greeks of his day. No Greek required for 357; for 457 see Greek, Classics 457.

**CLASS 358 Readings in Ancient Medicine (also Science and Technology Studies 358)**

Spring. 3 credits. Prerequisite: Classics 211, Classics 217, or permission of instructor. P. Keyser.

The class will read Hippocrates, Galen, and other ancient authors in translation. We will discuss their philosophical, technical, and cultural context.

**[CLASS 363 Representations of Women in Ancient Greece and Rome (also Women's Studies 363) #**

Spring. 4 credits. Not offered 1994-95. L. S. Abel, J. Ginsburg.]

**[CLASS 382 Greeks, Romans, and Victorians (also Comparative Literature 382) #**

Spring. 4 credits. Not offered 1994-95; next offered 1996-97.

F. Ahl.  
Modern popular and scholarly views of Greek and Latin literature were shaped in the Victorian years of the nineteenth century, between the years of Republican and Marxist revolution. This course explores some of the ways in which nineteenth-century social and intellectual upheavals, and changes in scholarly techniques and approaches, may have affected how English and Irish writers presented Greco-Roman antiquity and, especially, how they began to discard an idealized past based on a Roman model for one based on a Greek model. The focus will be on poets and dramatists (and a few artists and novelists) rather than on philosophers and scientists. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of writers such as Thomas More, Shelley, Byron, Swinburne, Arnold, Tennyson, W. S. Gilbert, Oscar Wilde, Samuel Butler, and others, including important artists such as Aubrey Beardsley.]

**[CLASS 390 Comparative Sanskrit Myth and Epic (also Asian Studies 390) @#**

Fall. 4 credits. Not offered 1994-95. C. Minkowski.

Readings in translation from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*, and from the main cycles of the *Puranas*, the Sanskrit mythological literature. Special attention will be given to parallels and comparisons with Greek myth and epic, especially Homer and Hesiod. Classics 236 or 238 would be useful as background, but not presupposed.]

**CLASS 395 Classical Indian Philosophical Systems (also Asian Studies 395 and Religious Studies 395) @#**

Fall. 4 credits. Prerequisite: some background in philosophy or in classical Indian culture.

C. Minkowski.  
For description, see Asian Studies 395.

**[CLASS 459 The Language of Myth**

4 credits. Not offered 1994-95. P. Pucci.]

**CLASS 463 Gender and Politics in the Roman World (also History 463 and Women's Studies 464) #**

Fall. 4 credits.

J. Ginsburg.  
An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?

**CLASS 465-466 Independent Study in Classical Civilization, Undergraduate Level**

465, fall; 466, spring. Up to 4 credits. Hours to be arranged. Staff.

**CLASS 480 Roman Society and Politics under the Julio-Claudians (also History 473) #**

Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. J. Ginsburg.

An undergraduate seminar examining several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.

**CLASS 711-712 Independent Study for Graduate Students in Classical Civilization**

711, fall; 712, spring. Up to 4 credits. Hours to be arranged. Staff.

**Greek****CLASS 101 Greek for Beginners**

Fall. 4 credits.

F. Ahl.  
Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

**CLASS 103 Attic Greek**

Spring. 4 credits. Prerequisite: 101 or equivalent.

H. Pelliccia.  
A continuation of Classics 101.

**CLASS 104 Intensive Greek**

Summer. 6 credits.

Staff.

An intensive introduction to the fundamentals of ancient Greek grammar. Prepares students in one term for 200-level Greek.

**CLASS 111-112 Modern Greek**

111, fall; 112, spring. 3 credits each term.

H. Koliass.

**CLASS 201 Attic Authors #**

Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent.

K. Clinton.  
Selected readings from Greek prose and poetry.

**[CLASS 202 The Greek New Testament (also Near Eastern Studies 220 and Religious Studies 202) #**

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor. Not offered 1994-95.

J. Rusten.  
Selections in Greek from all four gospels and the letters of Paul, with special attention to Luke, Acts, and Corinthians I-II.]

**CLASS 206 Herodotus #**

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent.

L. Abel.  
Selected readings from Herodotus' *Histories*.

**[CLASS 209 Greek Composition**

Spring. 3 credits. Prerequisite: One term of 200-level Greek or equivalent. Not offered 1994-95; next offered 1995-96.]

**[CLASS 213 Intermediate Modern Greek**

Fall. 3 credits. Prerequisite: Classics 112 or placement by departmental examination. Not offered 1994-95.

H. Koliass.  
This course, designed for students who have completed introductory modern Greek or have a reading knowledge of the language, will give attention to developing facility in conversational and written expression, usually in connection with assigned readings reflecting Greek history and culture.]

**[CLASS 214 Readings in Modern Greek Literature**

Spring. 3 credits. Prerequisite: Classics 213 or permission of instructor. Not offered 1994-95.

H. Koliass.  
A study of modern Greek language, history, and culture as manifested in the works of individual poets, dramatists, and prose writers.]

**[CLASS 301 Greek Historians #**

4 credits. Prerequisite: one term of 200-level Greek. Not offered 1994-95.]

**[CLASS 302 Greek Tragedy #**

Spring. 4 credits. Prerequisite: one term of 200-level Greek or equivalent. Not offered 1994-95.]

**[CLASS 305 Attic Comedy #**

4 credits. Prerequisite: one term of 200-level Greek or equivalent. Not offered 1994-95.]

**[CLASS 306 Greek Lyric Poetry #**

4 credits. Prerequisite: one term of 200-level Greek or equivalent. Not offered 1994-95.]



**CLASS 310 Greek Undergraduate Seminar #**

Spring. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor.  
P. Pucci.

**CLASS 311 Greek Philosophical Texts (also Philosophy 411) #**

Fall. Up to 4 credits. Prerequisites: knowledge of Greek and permission of instructor.  
Hours to be arranged. T. H. Irwin.  
Reading of Greek philosophical texts in the original.

**CLASS 313 Greek Epic #**

Fall. 4 credits. Prerequisite: Classics 206 or equivalent.  
H. Pelliccia.

Readings from the *Odyssey*. Emphasis upon the nature of Homeric language and the literary interpretation of the poem.

**CLASS 401-402 Independent Study in Greek, Undergraduate Level**

401, fall; 402, spring. Up to 4 credits.  
Hours to be arranged. Staff.

**CLASS 417 Advanced Readings in Greek**

Fall. 4 credits. Fall topic: Prose.  
H. Pelliccia.  
Rapid reading of prose works selected from graduate reading list. Emphasis will be on translation skills. Designed to meet the needs of graduate students preparing for "A" exams, and especially for those intending to take Advanced Greek Prose Composition in the spring. Open to advanced undergraduates by permission of the instructor.  
Spring. 4 credits. Spring topic: Early and late Euripides.  
P. Pucci.

**CLASS 419 Advanced Greek Composition**

Spring. 3 credits. Prerequisite: Classics 209 or equivalent.  
H. Pelliccia.

**CLASS 433 Greek Mystery Cults (also Classics 633 and Religious Studies 433)**

Spring. 4 credits. Prerequisite: one term of 300-level Greek or permission of instructor.  
K. Clinton.  
Discussion of the evidence for major Greek mystery cults—the Mysteria at Eleusis, the cult of the Great Gods at Samothrace, and Dionysiac mysteries—with the aim of elucidating the structure and religious purpose of these cults and the nature of the initiates' experience. The evidence includes: the *Homeric Hymn to Demeter*, Plato's *Symposium*, works of Christian Fathers, inscriptions, artistic representations, and archaeological data. If time permits, some attention may be given to other mystery cults.

**[CLASS 442 Greek Philosophy #**

Spring. 4 credits. Not offered 1994-95.]

**CLASS 457 Greek Sanctuaries and Pausanias (also Classics 357) #**

Fall. 4 credits.  
K. Clinton and J. Coleman.  
For description, see Classical Civilization, Classics 357. Students in Classics 457 will read relevant sections of Pausanias and other documentation such as inscriptions in Greek.

**[CLASS 618 Advanced Readings in Greek**

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1994-95.]

**CLASS 633 Greek Mystery Cults (also Classics 433)**

Spring. 4 credits.  
K. Clinton.  
For description, see Classics 433. Students taking the course as 633 will be required to do additional work.

**CLASS 671 Graduate Seminar in Greek: Iliad**

Fall. 4 credits.  
P. Pucci.

**[CLASS 672 Graduate Seminar in Greek**

Spring. 4 credits. Not offered 1994-95.]

**CLASS 701-702 Independent Study for Graduate Students in Greek**

701, fall; 702, spring. Up to 4 credits.  
Hours to be arranged. Staff.

**Latin****CLASS 105 Latin for Beginners**

Fall. 4 credits.  
A. Nussbaum and staff.  
An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

**CLASS 106 Elementary Latin**

Spring. 4 credits. Prerequisite: 105 or equivalent.  
Staff.  
A continuation of Classics 105, using readings from various authors.

**CLASS 107 Intensive Latin**

Fall or summer. 6 credits.  
Fall: I. Hohendahl.  
Prepares students in one term for 200-level Latin.

**CLASS 205 Intermediate Latin #**

Fall or summer. Prerequisite: Classics 106, 107, or placement by departmental examination.  
Fall: D. Mankin; J. Barrett.  
Readings in Latin prose.

**CLASS 207 Catullus #**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin.  
D. Mankin.

**[CLASS 208 Roman Drama #**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. Not offered 1994-95.  
J. Rusten.]

**CLASS 216 Vergil #**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin.  
K. Clinton.

**CLASS 241 Latin Composition**

Spring. 3 credits. Prerequisite: Classics 106, 107, or equivalent.  
J. Ginsburg.

**CLASS 312 Latin Undergraduate Seminar: Cicero: Murder Trials**

Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor.  
J. Ginsburg.  
Among the most famous of Cicero's speeches are those undertaken for the defense of men charged with murder or attempted murder. In this course we will read and examine two of the speeches written for murder trials, those in defense of Marcus Caelius Rufus and Titus Annius Milo. Our focus will be the rhetorical strategies employed by Cicero to persuade his audience of his clients' innocence; we will

also examine these speeches within the historical context of the Late Republic, a time of political turmoil and of changed social mores and attitudes.

**[CLASS 314 The Augustan Age #**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1994-95.]

**[CLASS 315 Roman Satire #**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1994-95.]

**[CLASS 316 Roman Philosophical Writers #**

Fall. 4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1994-95.]

**[CLASS 317 Roman Historiography: Suetonius and Tacitus #**

Spring. 4 credits. Prerequisite: one term of 300-level Latin or permission of instructor. Not offered 1994-95; next offered 1995-96.  
J. Ginsburg.  
Readings from Suetonius' *Lives of the Caesars* and Tacitus' *Annals*, with particular emphasis on the different aims and literary methods of biography and history. Should Suetonius' work be taken less seriously as a historical source than the narrative of his contemporary, Tacitus? Our understanding and appreciation of both writers will be enhanced if we attempt to place Suetonius and his work in the intellectual and cultural currents of his day rather than to see him as a failed narrative historian.]

**[CLASS 318 Roman Elegy: Tibullus, Propertius, Ovid #**

Fall. 4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1994-95.]

**CLASS 338 Latin Undergraduate Seminar: Elegy**

Spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor.  
J. Barrett.

**[CLASS 366 Late Latin: Epic after Vergil #**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1994-95.  
F. Ahl.]

**[CLASS 368 Medieval Latin Literature #**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1994-95.]

**CLASS 411 Advanced Readings in Latin Literature: Seneca's Natural Philosophy**

Fall. 4 credits. For advanced undergraduates, and graduate students. Prerequisite: two terms of 300-level Latin or permission of instructor.  
P. Keyser.

Students will read one of the eight books of the *Quaestiones Naturales*, and the others will be covered by distributing them to students one-by-one. Books not read in Latin will be covered in English. We will study Seneca's Latin and his science. Grading to be based on a paper and tests/quizzes on the Latin.

**CLASS 412 Advanced Readings in Latin Literature: Apuleius #**

Spring. 4 credits.  
D. Shanzer.

**CLASS 439 Ammianus Marcellinus and the 4th Century A.D. (also Classics 639)**

Fall. 4 credits. Prerequisite: permission of instructor.

D. Shanzer.

Readings from Ammianus Marcellinus and other related historical texts.

**[CLASS 441 Advanced Latin Composition**

3 credits. For undergraduates who have completed Latin 241 and for graduate students. Not offered 1994-95; next offered 1995-96.

D. Shanzer.]

**CLASS 451-452 Independent Study in Latin, Undergraduate Level**

451, fall; 452, spring. Up to 4 credits. Hours to be arranged. Staff.

**[CLASS 468 Augustine's Confessions (also Religious Studies 468) #**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1994-95.

D. Shanzer.]

**[CLASS 603-604 Topics in Late Antique and Medieval Latin Literature**

4 credits each term. Not offered 1994-95; next offered 1995-96.

D. Shanzer.]

**[CLASS 611 Advanced Readings in Latin Literature**

Fall. 4 credits. Not offered 1994-95.]

**CLASS 639 Ammianus Marcellinus and the 4th Century A.D. (also Classics 439)**

Fall. 4 credits. Prerequisite: permission of instructor.

D. Shanzer.

For description, see Classics 439. Students who wish to enroll in Classics 639 will be required to write a research paper and do additional work.

**CLASS 679 Graduate Seminar in Latin: Early Latin Hagiography**

Fall. 4 credits.

T. D. Barnes.

The course will comprise two main elements. The first is an introduction to hagiographical method based on the scholarly writings of Hippolyte Delehaye and illustrated from the texts of the period of the persecutions that are normally regarded as authentic and are printed in the standard modern collections. In the second (and larger) part of the course, the principles of hagiographical method will be applied to Latin texts of the fourth and fifth centuries. These may include Jerome's lives of Paul and Hilarion, some of Prudentius' poems on martyrs, and the lives of the bishops Martin of Tours, Ambrose of Milan, and Germanus of Auxerre.

**CLASS 680 Graduate Seminar in Latin**

Spring. 4 credits.

D. Mankin.

**CLASS 751-752 Independent Study for Graduate Students in Latin**

751, fall; 752, spring. Up to 4 credits.

Hours to be arranged. Staff.

**Classical Art and Archaeology****CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #**

Fall. 3 credits.

J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500-1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaean, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.

**CLASS 220 Introduction to Classical Archaeology (also History of Art 220) #**

Spring. 3 credits.

J. Coleman.

The archaeology of the ancient Greeks and Romans as seen from a critical perspective. Major developments in Classical archaeology will be traced from treasure hunting to modern scientific research. Examples illustrating various approaches will be chosen: the sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early republic to the late empire.

**[CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #**

Fall. 3 credits. Students may not obtain credit for both this course and Classics 319. Not offered 1994-95.]

**[CLASS 232 Archaeology in Action I (also Archaeology 232 and History of Art 224) #**

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1994.

P. I. Kuniholm.]

**[CLASS 233 Archaeology in Action II (also Archaeology 233 and History of Art 225) #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered spring 1995.

P. I. Kuniholm.]

**CLASS 249 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Archaeology 247, Jewish Studies 247, Near Eastern Studies 247, and Religious Studies 247)**

Fall. 3 credits.

L. Kant.

For description, see Near Eastern Studies 247.

**CLASS 309 Dendrochronology of the Aegean (also Archaeology 308 and History of Art 309)**

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor.

P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

**[CLASS 320 The Archaeology of Classical Greece (also History of Art 320) #**

Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**CLASS 322 Greeks and Their Neighbors (also History of Art 328) #**

Spring. 4 credits. Prerequisite: Classics 220 or 221, or permission of instructor.

A. Ramage.

For description, see History of Art 328.

**[CLASS 323 Painting in the Greek and Roman World (also History of Art 323) #**

4 credits. Not offered 1994-95.

A. Ramage.]

**CLASS 325 Greek Vase Painting (also History of Art 325) #**

Fall. 4 credits. Prerequisite: previous enrollment in a History of Art or Classics course or permission of instructor.

A. Ramage.

For description, see History of Art 325.

**CLASS 326 Greek Cities and Towns (also History of Art 326) #**

Spring. 4 credits. Prerequisite: Classics 220 or History of Art 220.

J. Coleman.

Ancient Greek cities and towns from an archaeological perspective. Topics include the city in its geographical setting, the development of the fortified city, town planning, the Classical house and household, official and religious life versus private life, the territory and boundaries of cities and towns, regional states and leagues, warfare between cities and regions, and roads and sea routes. Examples will mostly be drawn from Athens/Attica and central Greece. Two short oral presentations, presented after consultation in written form, and a final examination.

**[CLASS 327 Greek and Roman Coins (also History of Art 327) #**

Spring. 4 credits. Prerequisite: History of Art 220 or Classics 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**[CLASS 329 Greek Sculpture (also History of Art 329) #**

4 credits. Not offered 1994-95.]

**[CLASS 350 Arts of the Roman Empire (also History of Art 322) #**

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**[CLASS 356 Practical Archaeology (also Archaeology 356)**

4 credits. Prerequisite: one course in archaeology. Not offered 1994-95.

J. Coleman.]

**CLASS 360 Field Archaeology in Greece (also Archaeology 360) #**

Summer. 6 credits.

J. Coleman.

A six-week archaeological field training program in conjunction with the Cornell Hala and East Lokris Project. For information and application forms, contact Professor John E. Coleman, Department of Classics, 120 Goldwin Smith Hall.

**[CLASS 423 Ceramics (also Archaeology 423 and History of Art 423)**

Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**[CLASS 432 Sardis and the Cities of Asia Minor (also Archaeology 432 and History of Art 424) @#]**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.  
A. Ramage.]

**[CLASS 434 The Rise of Classical Greece (also Archaeology 434 and History of Art 434) #]**

Spring. 4 credits. Recommended: Classics 220 or 221, History of Art 220 or 221, or permission of instructor. Not offered 1994-95.  
P. I. Kuniholm.]

**CLASS 435 Seminar on Roman Art and Archaeology (also History of Art 427) #**

Spring. 4 credits. Prerequisite: permission of instructor.  
A. Ramage.  
For description, see History of Art 427.

**CLASS 475-476 Independent Study in Classical Archaeology, Undergraduate Level**

475, fall; 476, spring. Up to 4 credits.  
Hours to be arranged. Staff.

**[CLASS 629 The Prehistoric Aegean and Cyprus (also Archaeology 629) #]**

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1994-95.  
J. Coleman.]

**CLASS 630 Selected Topics in Classical Archaeology (also History of Art 520)**

Spring. 4 credits.  
P. Kuniholm.  
For description, see History of Art 520.

**CLASS 721-722 Independent Study for Graduate Students in Classical Archaeology**

721, fall; 722, spring. Up to 4 credits.  
Hours to be arranged. Staff.

**Greek and Latin Linguistics****[CLASS 405 Vulgar Latin #]**

4 credits. Not offered 1994-95.]

**[CLASS 421 Greek Comparative Grammar (also Linguistics 609) #]**

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1994-95; next offered 1996-97.  
A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

**[CLASS 422 Latin Comparative Grammar (also Linguistics 610) #]**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1994-95; next offered 1995-96.  
A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

**CLASS 424 Italic Dialects (also Linguistics 612) #**

Fall. 4 credits.  
A. Nussbaum.

**[CLASS 425 Greek Dialects (also Linguistics 611) #]**

4 credits. Not offered 1994-95.  
A. Nussbaum.]

**[CLASS 426 Archaic Latin (also Linguistics 614) #]**

4 credits. Prerequisite: reading knowledge of Latin. Not offered 1994-95.  
A. Nussbaum.]

**[CLASS 427 Homeric Philology (also Linguistics 613) #]**

4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1994-95; next offered 1995-96.  
A. Nussbaum.]

**[CLASS 429 Mycenaean Greek (also Linguistics 615) #]**

4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 1994-95.  
A. Nussbaum.]

**Sanskrit****[CLASS 131-132 Elementary Sanskrit (also Sanskrit 131-132)]**

131, fall; 132, spring. 4 credits each term. Not offered 1994-95; next offered 1995-96.  
Staff.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

**CLASS 251-252 Intermediate Sanskrit (also Sanskrit 251-252) @ #**

251, fall; 252, spring. 3 credits each term.  
Prerequisite: Classics 132 or equivalent.  
C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.

**CLASS 403-404 Independent Study in Sanskrit, Undergraduate Level (also Language 300)**

403, fall; 404, spring. Up to 4 credits.  
C. Minkowski.

**CLASS 703-704 Independent Study for Graduate Students in Sanskrit (also Language 300)**

703, fall; 704, spring. Up to 4 credits.  
Hours to be arranged. C. Minkowski.

Also see Classics 291, 390, and 395 (Classical Civilization listings).

**Honors Courses****CLASS 370 Honors Course**

Spring. 4 credits. To be taken in the junior year.

A program of reading and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

**CLASS 471 Honors Course**

Fall. 4 credits. To be taken in the senior year.

A continuation of Classics 370, with change of author or topic.

**CLASS 472 Honors Course: Senior Essay**

Spring. 4 credits. For students who have successfully completed Classics 471. Topics must be approved by the student's honors committee at the end of the first term of the senior year.

**Related Courses in Other Departments and Programs**

See listings under:

Archaeology  
Comparative Literature  
English  
History  
History of Art  
Medieval Studies  
Modern Languages and Linguistics  
Near Eastern Studies  
Philosophy  
Religious Studies  
Society for the Humanities  
Women's Studies

**COMPARATIVE LITERATURE**

G. Davis, W. Cohen, W. Kennedy, graduate faculty representative, fall (163 Goldwin Smith Hall, 255-3398); C. Arroyo, A. Caputi (Emeritus), C. Carmichael, director of undergraduate studies (139 Goldwin Smith, 255-8265); D. Castillo, J. Culler, chair and grad fac rep, spring only (141 Goldwin Smith Hall, 255-5798); B. deBary, H. Foster, G. Gibian, S. Gilman, D. Grossvogel, P. Hohendahl, W. Holdheim (Emeritus), N. Melas, J. Monroe, J. Porté, E. Rosenberg, L. Waugh, W. Wetherbee

Also cooperating: F. Ahl, J. Bishop, R. Brann, S. Buck-Morss, R. D. E. Burton, C. Chase, M. Condé, J. Devenyi, W. Goehner, A. Groos, M. Hays, D. Mankin, B. Martin, C. Martin, B. Maxwell, M. Migiel, L. Olschner, B. Polvinelli, N. Saccamano, M. Scammell, M. Steinberg, G. Waite, A. Wood

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses variously stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. The departmental offerings reflect current interdisciplinary approaches to literary study, hermeneutics, rhetorical analysis, semiotics, deconstruction, Marxism, reception aesthetics, feminism, formalism, and psychoanalysis.

**The Major**

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

**Requirements for the Major**

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 1994-95 the core course is Compara-

tive Literature 415 [fall], to be taken by all majors either in the spring term of their junior year or the fall term of their senior year. Students may enroll in both core courses.

- 3) Five courses in literature or other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.).
- 4) A senior essay (Comparative Literature 493) of roughly fifty pages, to be written during the senior year under the direction of the student's adviser.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., Comparative Literature 201-202: Great Books, Comparative Literature 210: Ancients and Moderns); intensive study of a single genre, (e.g., Comparative Literature 320: Introduction to Caribbean Poetry, Comparative Literature 363-364: The European Novel); Comparative Literature 365: Contemporary Fiction; analysis of problems in literary theory (e.g., Comparative Literature 302: Literature and Theory, Comparative Literature 381: Marxist Cultural Theory, and Comparative Literature 402: Theories of Rhetoric)
- 2) a second foreign language, especially for students interested in graduate work in literature.

## Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the student's achieving grades of at least B+ in the senior essay and in course work for the major, and on overall academic performance at Cornell.

## Freshman Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Writing Program" for a full description of the freshman writing seminar program.

## Courses

### [COM L 150 Introduction to Cultural Studies (also Society for the Humanities 150)]

4 credits. Does not satisfy the freshman writing seminar requirement, but will satisfy the distribution requirement. Not offered 1994-95.

W. Cohen.]

**COM L 201-202 Great Books (201 by petition for breadth requirement)**  
201, fall; 202, spring. 4 credits. Comparative Literature 201 and 202 may be taken independently of each other.

Fall: M W F 11:15-12:05. W. J. Kennedy.  
Spring: M W F 10:10-11. N. Melas.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students will develop critical reading abilities. 201:

selections from the Bible, Homer, Dante, Rabelais, Shakespeare, and others.

202: World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. A central concern will be the globalization of European literary forms. Probable authors: Camoens, Shakespeare, Behn, Voltaire, Melville, Conrad, Tagore, Lu Hsun, Borges, Césaire, Mahfouz, Soyinka, Enichi, Erdrich, and selected lyric poets.

### COM L 205 Comparative American Literatures

Spring. 4 credits.

T R 1:25-2:40. B. Maxwell.

Twentieth-century writing from Canada, the United States, Mexico, Cuba, Central America, and South America. A hemispheric perspective will encourage thinking about and across cultural, linguistic, and national demarcations. Points for discussion will include the family chronicle as an encounter with or an evasion of history; revolution and quiescence; political and/or psychological repressions; the presence of indigenous peoples and of myth in fiction and historiography; realism and experimentalism; writing in the zone of United States' plants abroad; and the pains of love. Authors and works will include Hubert Aquin, *The Antiphony*; Sheila Watson, *The Double Hook*; Joy Kogawa, *Obasan*; Michael Ondaatje, *In the Skin of a Lion*; Jean Toomer, *Cane*; William Faulkner, *Absalom, Absalom!*; Paule Marshall, *The Chosen Place, The Timeless People*; Mariano Azuela, *The Underdogs*; Julio Cortázar, *Hopscotch*; Gabriel García Márquez, *One Hundred Years of Solitude*; Clarice Lispector, *An Apprenticeship, or, The Book of Delights*; and Eduardo Galleano, *Memory of Fire*.

### [COM L 210 Ancients and Moderns]

4 credits. Not offered 1994-95.

W. J. Kennedy.]

### COM L 213 Existentialism and Literature (also Philosophy 213)

Fall. 4 credits.

T R 10:10-11:25. A. Wood.

For description, please see Philosophy 213.

### COM L 223 The Comic Theater (also Classics 223 and Theatre Arts 223) #

Spring. 3 credits.

To be arranged. J. Rusten.

For description, please see Classics 223.

### [COM L 231 Classics of Hebrew Literature: A Survey of the Hebrew Literary Tradition (also Near Eastern Studies 231 and Jewish Studies 231)]

3 credits. Not offered 1994-95.

R. Brann.]

### [COM L 233 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Near Eastern Studies 233 and Jewish Studies 283) @ #

3 credits. Not offered 1994-95.

R. Brann.]

### COM L 236 Greek Mythology (also Classics 236) #

Fall. 3 credits. Limited to 200.

T R 11:40-12:55. D. Mankin.

For description, see Classics 236.

### COM L 302 Literature and Theory (also Comparative Literature 702 and English 302/702)

Fall. 4 credits.

M W F 10:10-11. J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Barthes, Derrida, Foucault, B. Johnson, J. Rose, and others. No previous knowledge of literary theory is assumed.

### COM L 304 Colonialism and Narrative

Spring. 4 credits.

M W F 1:25-2:15. N. Melas.

Through an examination of selected works from the late nineteenth century to the modern period, mainly written in English and French, the course will explore the problems and possibilities imperialism presented for narration, both in the literature of imperialism and the literature against imperialism. Topics will include transcultural (de)formation of identity, exoticism and internalism, racial romance, cultural pressures on reading and interpretation, and the powers and pitfalls of writing back. Probable authors: Hagard, Stevenson, Conrad, Ngugi, Camus, Condé, Achebe, Duras, Saleh. All readings available in English.

### COM L 313 Japanese and Asian Film (also Asian Studies 313, Theatre Arts 313)

Spring. 4 credits.

M W 11:15-12:20. B. DeBary.

For description, please see Asian Studies 313.

### [COM L 320 Introduction to Caribbean Poetry @

4 credits. Not offered 1994-95.

G. Davis.]

### COM L 328 Literature of the Old Testament (also Religious Studies 328)

Fall. 4 credits. Not open to freshmen.

T R 8:40-9:55. C. Carmichael.

Analysis of selected material in translation.

### COM L 330 Political Theory and Cinema (also German Studies 330, Theatre Arts 330 & Government 370)

Fall. 4 credits.

T R 11:40-12:55. G. Waite.

For description, please see German Studies 330.

### COM L 334 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also Near Eastern Studies 339, Jewish Studies 339, Religious Studies 334 and Spanish Literature 339) @ #

Fall. 4 credits. S-U or letter option. Taught every other year.

M W F 12:20-1:10. R. Brann.

For description, please see Near Eastern Studies 339.

### COM L 339 Ancient Wit: An introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Classics 339)

Spring. 4 credits.

To be arranged. F. Ahl.

For description, please see Classics 339.

### COM L 356 Renaissance Literature

Fall. 4 credits.

M W F 1:25-2:15. W. J. Kennedy.

An introduction to Renaissance literary texts with some attention to cultural backgrounds



and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.

**[COM L 358 Literature and Religion: The Nature of the Mystic Text (also Religious Studies 358 and Romance Studies 358) #**

4 credits. Not offered 1994-95.  
C. M. Arroyo.]

**[COM L 361 The Culture of the Renaissance I (also History 361 and Art History 350)**

4 credits. Not offered 1994-95.  
J. Najemy, C. Lazzaro.]

**[COM L 362 The Culture of the Renaissance II (also English 325 and History 364)**

4 credits. Not offered 1994-95.  
C. Kaske, W. Kennedy.]

**COM L 363-364 The European Novel (363#)**

363, fall; 364, spring. 4 credits. Comparative Literature 363 and 364 may be taken independently of each other.

Fall: T R 10:10-11:25. N. Saccamano.

Spring: M W F 11:15-12:05. G. Gibian.

363: This course will survey the history of the novel until the mid-nineteenth century, focusing on the social, literary, and philosophical significance of its narrative forms. Topics to be discussed: the novel as a site of conflict between "high" and "low" culture; the relation of fictional narrative to historical and autobiographical narrative; the gender politics and class ideology of romance. Texts may include *Lazarillo de Tormes* or Cervantes' *Don Quixote*, Fielding's *Tom Jones*, Laclós's *Dangerous Liaisons*, Goethe's *The Sorrows of Young Werther*, Brontë's *Wuthering Heights*.

364: Flaubert's *Madame Bovary*, Dostoevsky's *Crime and Punishment*, Turgenev's *Fathers and Sons*, George Eliot's *Middlemarch*, Joyce's *Portrait of the Artist as a Young Man*, Kafka's stories, Malraux's *Man's Fate*. Close attention will be paid to the texts of the novels considered as creations of literary art as well as documents of the achievements of the human mind in a fascinating period of change in European history. We shall briefly examine the historical and cultural background of novels written in France, Russia, England, Ireland, and Central Europe, and the artistic and psychological assumptions discernible in them as well as historical perceptions of Romanticism, Realism, and Modernism. No knowledge of foreign languages required. Mixture of lectures and class discussion.

**COM L 365 Contemporary Fiction (also French Literature 365) @**

Fall. 4 credits.

M W F 10:10-11:00. D. Grossvogel.

A continuation of Comparative Literature 363-364 (The European Novel). Probable authors: Barthes, Böll, Calvino, Camus, Cardinal, García Marquez, Hemingway, Kerouac, Kundera, Modiano, Nabokov, Robbe-Grillet, Sartre. An attempt to interpret these authors through questions like those raised by Roland Barthes on writing, structuralism, criticism, the role of the reader, the death of the author, etc. Lecture and seminar discussions.

**[COM L 366 Problems in Modernism: "High" and "Low" Culture (also Art History 367)**

4 credits. Not offered 1994-95.  
H. Foster.]

**COM L 367 The Russian Novel (also Russian Literature 367)**

Fall. 4 credits. Also open to graduate students. Special discussion section for students who read Russian.

M W F 11:15-12:05. G. Gibian.

For description, please see Russian Literature 367.

**COM L 368 Visual Culture and Social Theory (also Art History 370 and Government 375)**

Spring. 4 credits.

To be arranged. H. Foster, S. Buck-Morss. This course is designed as an introduction to some of the key concepts at work in the most innovative analyses of visual culture today—from new art histories through feminist critiques to cultural studies. Among other topics we will consider modern ideas of the aesthetic, Marxian and Freudian notions of the fetish, psychoanalytic accounts of the gaze, and feminist definitions of spectatorship in relation to sexuality. Lectures will include general expositions of such concepts as well as specific applications of them; there will also be section discussions.

**COM L 369 Modern Japanese Literature: From Meiji through the Pacific War (also Asian Studies 376)**

Fall. 4 credits.

TBA. D. deBary.

We will read Japanese works of fiction, poetry, and critical theory written from the Meiji Restoration into the Showa Period. The course will take up such issues as modernization and the narrative of discovery, imperialism and the non-Western novel, the politics of visibility, gender and representation, and Japanese colonialism. We will consider how writings of critics like Karatani, Fujii, and Layoun have complicated modernizationist schemas of literary development. We will also attempt to explore what Nagahara Yutaka has called the "phenomenology of discrimination" in relation to Japanese literary texts, pursuing contradictions between egalitarianism and discrimination in the legacy of Meiji Enlightenment thought. Reading of non-Japanese (other Asian, as well as African, American, and European) texts raising pertinent theoretical perspectives will be integrated into the coursework.

**[COM L 381 Marxist Cultural Theory (also German Studies 381 and Government 372)**

Spring. 4 credits. Not offered 1994-95.

W. Cohen, P. Hohendahl.]

**COM L 383 Faust in Legend, Literature, and the Arts (also German Studies 383) #**

Fall. 4 credits. Readings in English translation; students with knowledge of German and/or French will be encouraged to read the texts in the original languages.

M W F 12:20-1:10. L. M. Olschner.

For description, please see German Studies 383.

**COM L 385 Reading Nabokov (also Russian Literature 385 and English 379)**

Fall. 4 credits. Limited to 25.

T R 2:55-4:10. M. Scammell.

For description, see Russian Literature 385.

**[COM L 389 Contemporary Literature in Central and East Europe (also Russian Literature 389)**

4 credits. Not offered 1994-95.

G. Gibian.]

**COM L 393 The Challenge of Contemporary Fiction (also Italian Literature 393/693)**

Spring. 4 credits.

T R 1:25-2:40. M. Migiel.

Topic for 1995: This course will focus on selected twentieth-century writers who offer unexpected models for reading. In particular, we will examine these writers' conception of the reader as notary to a silenced witness; as traveller on an interrupted journey; as surprised detective; as victim of a plot; as player in an elusive game. Authors will include P. Levi, Banti, Calvino, Eco, Tabucchi, Borges, Cortázar. All works to be read in English; students who command the pertinent foreign languages may choose to read the books in the original.

**[COM L 403 History of Literary Criticism**

4 credits. Not offered 1994-95.

W. J. Kennedy.]

**COM L 404 History into Fiction: Nazis and the Literary Imagination (also English 404 and German Studies 414)**

Fall. 4 credits. Permission of instructor needed. Limited to 25.

T R 11:40-12:55. E. Rosenberg.

The twelve years of Hitler's rule remain the most critical, "longest" years of the century. We shall read some seven or eight texts by Anglophone and Continental novelists (and a few playwrights and poets) that explore salient features of the regime: Weimar and Hitler's rise to power (e.g., Mann's "Mario and the Magician" and "Disorder and Early Suffering," Brecht's *Arturo Ui*, Faulkner's "Percy Grimm," Isherwood's *Goodbye to Berlin*); civilian life in Nazi Germany (Brecht's "Jewish Wife" and other one-acters, Grass's *Tin Drum*); World War II and the Occupation of Europe (Camus's *The Plague*, Böll's short fiction, Anne Frank's *Diary*); the persecution of European Jews and the genocide (e.g., Sartre's "Childhood of a Leader," Weiss's *The Investigation*, Borowski's *This Way for the Gas*, Spiegelman's *Maus I* or *Maus II*, lyrics by Celan, Nelly Sachs, Anthony Hecht). Brief ancillary selections by historians and memorialists (Arendt, Primo, Levi, Bettelheim); uses of documentary materials. Two papers; no exam.

**[COM L 405 Satan and *Les Fleurs du Mal*: Constructing Context (also Society for the Humanities 404)**

4 credits. Not offered 1994-95.

J. Culler.]

**COM L 410 Semiotics and Language (also French Romance Studies 400 and Linguistics 400)**

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature; or permission of instructor.

To be arranged. L. Waugh.

For description, please see Linguistics 400.

**COM L 411 Culture and Subjectivity (also Society for the Humanities 411 and History 483)**

Fall. 4 credits. Limited to 17 students.

W 2:30-4:25. M. Steinberg.

This seminar will explore whether and how a history and theory of subjectivity can mediate between a modernist account of the subject and a postmodernist account of its fragmentation. The possibility of an open and coherent subjectivity will be discussed with reference to

religion, gender, psychoanalysis, and the creative arts (especially music). Principal texts will be by George Eliot (*Daniel Deronda*), Felix Mendelssohn, Robert Schumann, Wittgenstein (*Culture and Value*), Benjamin (essays on language), Heidegger ("Origin of the Work of Art"), Charles Taylor (*Sources of the Self*), Foucault (*History of Sexuality*), James Glass (*Shattered Selves*), and others.

**COM L 412 Women around Freud (also German Studies 413 and Women's Studies 413)**

Spring. 4 credits.

W 12:20-2:15. B. Martin.

For description, please see German Studies 413.

**COM L 414 Heidegger: A Reading of Being and Time (also Comparative Literature 614 and Romance Studies 414/614) @**

Fall. 4 credits.

W 2:30-4:25. C. M. Arroyo.

Heidegger's redefinition of phenomenology in response to Husserl and Scheler: hermeneutics vs. intuition, Being-in-the-world vs. intentionality, etc. Hermeneutics and the reading of literature: language and difference, Ab-bauen and deconstruction. Time and literary history. Author and text: Heidegger's membership in the Nazi party and the thrust of his philosophy.

**COM L 415 The Theory and Analysis of Narrative @**

Fall. 3 credits. Limited to 17 students. Core course for majors. Priority given to Comparative Literature majors.

M 1:25-3:20. J. Culler.

Study of major theoretical approaches to narrative, with readings from Aristotle, Barthes, Bakhtin, Booth, Genette, Pratt, Shklovsky, and others. Attention to problems of plot structure, relations between plot and narrative discourse, the discrimination of narrators, questions of gender, and interpretive frameworks for narrative. Narratives by Balzac, Borges, Barth, and others (including stories selected by the students themselves) will be studied for the light they can cast on problems of narrative structure.

**[COM L 416 Literary Translation in the West (also German Studies 416)]**

4 credits. Not offered 1994-95.

L. M. Olschner.]

**COM L 419-420 Independent Study**

419, fall; 420, spring. Variable credit.

Comparative Literature 419 and 420 may be taken independently of each other.

Hours to be arranged. Staff.

**COM L 421 Old Testament Seminar (also Religious Studies 422) @#**

Fall. 4 credits. Limited to 20 students.

T 2:30-4:25. C. M. Carmichael.

Identification and discussion of problems in selected material from the Pentateuch.

**COM L 426 New Testament Seminar (also Religious Studies 426) #**

Spring. 4 credits. Limited to 20 students.

T 2:30-4:25. C. M. Carmichael.

Identification and discussion of problems in the New Testament.

**COM L 429 Readings in the New Testament (Near Eastern Studies 429, Religious Studies 429, and English 429) #**

Fall. 4 credits. Limited to 25 students.

M W F 12:20-1:10. J. P. Bishop.

Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1994 will be on Acts and the letters of Paul. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

**COM L 435 Exoticism, Literatures, and Counter-Literatures (also Society for the Humanities 405)**

Fall. 1 credit. Limited to 17 students. All reading must be completed before first class. Contact Society for the Humanities (5-4086) for the reading list.

T R 10:10-12:05 on Oct. 18, 20, 25 and 27 only. M. Condé.

Africa and the Caribbean Region have always been defined with regard to the viewpoint of the colonizers. Ever since Christopher Columbus described the islands as "marvelous," they have been considered to be of unparalleled beauty. Africa has not enjoyed the same reputation. It has been "the White man's grave" or the "Dark Continent." However contradictory it may seem, both discourses have the same function: to cover up the discourse of the indigenous peoples concerning their own reality. Using a few selected texts, the course will attempt to identify the conflicting discourses of the colonized and the colonizer as well as the languages in which they are formulated.

**COM L 436 Special Topics: Theories of Contemporary Performance (also Theatre Arts 435)**

Fall. 4 credits. Permission of instructor needed. Limited to 15.

T R 2:55-4:10. J. Devenyi.

This course will provide an introduction to performance studies. After a review of the major performance traditions of the late 20th century, the class will examine the theoretical and practical work of contemporary international and American directors, performance groups and artists who, in their mise-en-scene, combine various media.

**COM L 437 The Christian Epic: Dante, Tasso, Milton (also Comparative Literature 637 and Italian Literature 425/625)**

Fall. 4 credits.

M W F 11:15-12:05. M. Migiel.

In the course of reading the Christian epics of Dante Alighieri (*Divine Comedy* [1321]), Tasso (*Jerusalem Delivered* [1581]), and John Milton (*Paradise Lost* [1667]), we shall focus on the following issues: how the Christian epic revises classical conceptions of the heroic individual, of community, of fate; how it uses poetry for theological aims; how it makes woman both central and marginal to the epic enterprise; how it reflects on the relation between secular politics and religious institutions. Reading knowledge of Italian is desirable, but the course will be conducted in

English and students will be able to read Dante and Tasso in translation.

**COM L 443 Dramaturgy: Play and Period (also Theatre Arts 433)**

Spring. 4 credits.

To be arranged. M. Hays.

Inventing the Modern Drama. European theatre between 1870 and 1900.

**COM L 447 Cultural Transformation and Conflict in the Caribbean from Slavery to the Present (also Society for the Humanities 417)**

Spring. 3 credits. Limited to 17 students.

To be arranged. R. D. E. Burton.

Using historical, anthropological, sociological, and literary materials, this course is intended to introduce students to the main issues in contemporary Caribbean studies. Taking the study of slavery as its starting-point, it will examine the processes of cultural creation, transformation, and conflict in the Caribbean with particular emphasis on the following areas and issues: slavery and the culture of resistance; language in the Caribbean; Afro-Caribbean religions (principally *vodun* and Rastafarianism); male and female culture 'spheres' in the Caribbean; the place of 'East Indians' in the Caribbean; 'Africanist' and 'creolization' theories of Caribbean culture; theories of identity in the contemporary Caribbean (Négritude, Antillanité, Créolité, etc.); literature and identity in the Caribbean (Brathwaite, Walcott, Césaire, Glissant). The course will focus on the Anglophone and Francophone Caribbean with reference, where appropriate, to the Hispanophone Caribbean.

**COM L 449 Misogyny and Its Readers (also Comparative Literature 649 and Italian Literature 409/609)**

Spring. 4 credits.

T R 10:10-12:00. M. Migiel.

How do we know misogyny when we see it? Is it limited to the denunciation and denigration of women? Can the praise of women be misogynistic? Is it misogyny if the author places anti-woman statements "in quotation marks"? Might some misogynistic works be just harmless literary jokes? How does awareness of historical context affect our reading of misogyny? How persuasive have women been in the defense of their sex? These are among the questions we will ask as we analyze Western discourses about women and identify the extent to which misogyny can be exposed as a form of misreading. Our readings will include classical, ecclesiastical, and medieval/Renaissance literary works as well as writings by contemporary feminist scholars of literature, history, and law. All works to be read in English: students who command the pertinent foreign languages may choose to read the texts in the original.

**[COM L 452 Renaissance Humanism (also Comparative Literature 652) #**

4 credits. Not offered 1994-95.

W. J. Kennedy.]

**COM L 472 Poetry of the 1990s (also English 408 and German Studies 472)**

Fall. 4 credits. Limited to 25.

W 10:10-12:05. J. Monroe.

Where is poetry now? Where is it heading as we move toward the twenty-first century? What is its current situation in light of the historic changes that have occurred over the past several years? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries,

a time of renewal and redefinition, we'll track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including literary journals, general circulation magazines, anthologies, and nonprint media, as well as individual poetry collections.

**[COM L 474 Postmodernist Art and Criticism (also Art History 470)]**

4 credits. Not offered 1994-95.  
H. Foster.]

**[COM L 482 Latin American Women Writers (also Spanish Literature 492 and Women's Studies 481) @]**

4 credits. Not offered 1994-95.  
D. Castillo.]

**[COM L 492 The Advance of Humanism: Aspects of the European Enlightenment (also German Studies 492) @ #]**

Spring. 4 credits.

T 2:30-4:25. P. Hohendahl.

This seminar is designed for advanced undergraduates with a good background in European literature and/or intellectual history. The course will emphasize questions of secularization and modernization against the backdrop of recent theory (Horkheimer/Adorno, Foucault, Blumenberg, and Habermas). The discussion will focus on concepts such as enlightenment, reason/rationality, tolerance, criticism/critique, humanity, and progress. The readings will be taken from English, French, and German literature. The reading list will include Locke, Johnson, Fielding, Hume, Voltaire, Rousseau, Diderot, Lessing, Kant, Herder, and Goethe. Knowledge of French and/or German is recommended. German and French texts will be available in English translation. The class will be conducted in English.

**[COM L 493 Senior Essay]**

Fall and spring. 8 credits.  
To be announced. Staff.

Hours to be arranged individually in consultation with the Director of Undergraduate Studies. Approximately fifty pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade will be assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade will be awarded on completion of the second semester.

**[COM L 496 Theorizing the Public Sphere (also German Studies 496 and History 496)]**

4 credits. Not offered 1994-95.  
P. Hohendahl.]

**[COM L 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also Women's Studies 600, German Studies 600, Anthropology 600)]**

Fall. 4 credits. Seminar is for graduate students and undergraduate students with permission of instructor.

W 2:30-4:25. C. A. Martin and B. Povinelli.

For description, please see Women's Studies 600.

**[COM L 601 Writing the Literary History of Malay (also Asian Studies 601)]**

Fall. 4 credits.  
H. M. J. Maier.

The course is primarily meant to explore issues and problems that come up when an effort is made to write some kind of survey of a discursive formation, in this case 'Malay', the term that is used for a wide variety of discursive forms. How to gain control, how to organize, how to present the materials available? How to account for questions of influence, source, genealogy translation. How to create borders within that formation? How to discuss the tensions and interferences between 'oral' and 'written' texts? How to explore the sudden rise of concepts like 'literature' as a distinct genre in Malay discourse? How to make a plausible narrative.

**[COM L 603 History of Literary Criticism]**

4 credits. Not offered 1994-95.

W. J. Kennedy.]

**[COM L 608 Modern/Postmodern (also German Studies 608, French Literature 606, English 652)]**

Fall. 4 credits.

R 10:10-12:00. J. Monroe.

What does the "post" of postmodernism represent? Is the relation between modernism and postmodernism one of fundamental continuity? expanding difference? radical rupture? Addressing these and related questions through readings in a range of materials drawn from twentieth-century fiction, poetry, drama, film, theory, and philosophy, we will explore the explanatory power and limits of the terms "modern" and "postmodern" for attempts to understand our current cultural situation in the century's final decade. Exploring as well the way these terms may play themselves out as we move into the twenty-first century, we will consider the extent to which we may be said to be entering a new period, neither modern nor postmodern, that calls for new articulations, modes of action, and individual and collective self-definitions. All texts will be available in English.

**[COM L 609 Comparison and Difference]**

Fall. 4 credits.

T 10:10-12:00. N. Melas.

This course will be a wide-ranging investigation of comparison as a foundation for disciplines (e.g., comparative literature), a measurement of value, a means of understanding, and an act. Can comparison make links between things or cultures without subordinating differences to a common standard? What are the literary and cultural grounds of comparability? Roving from theories of metaphor and metonymy to magic, assimilation, and various forms of colonial doubling, we will seek answers and refine questions that might help us discern what exactly the limitations on comparing apples and oranges are. Authors may include: Aristotle, Ricoeur, Derrida, Foucault, Fanon, Genette, Frazer, Bhabha, Nancy, Glissant, Clifford, Homer.

**[COM L 614 Heidegger: A Reading of Being and Time (also Comparative Literature 414 and Romance Studies 414/614)]**

Fall. 4 credits.

T 2:30-4:25. C. M. Arroyo.

For description, please see Comparative Literature 414.

**[COM L 619-620 Independent Study]**

619, fall; 620, spring. Variable credit. Comparative Literature 619 and 620 may be taken independently of each other.

Hours to be arranged. Staff.

**[COM L 632 Special Topics: Los Angeles as Cultural Performance (also Theatre Arts 630)]**

Spring. 4 credits.

To be announced. J. Devenyi.

For description, please see Theatre Arts 630.

**[COM L 634 Seminar in Theatre History: The Director's Theatre (also Theatre Arts 633)]**

Fall. 4 credits.

W 2:00-4:00. M. Hays.

Modern dramaturgy and the rise of the director, with special emphasis on Pirandello, Brecht, and Artaud.

**[COM L 637 The Christian Epic: Dante, Tasso, Milton (also Comparative Literature 437 and Italian Literature 425/625)]**

Spring. 4 credits.

M W F 11:15-12:05. M. Migiel.

For description, please see Comparative Literature 437.

**[COM L 638 Seminar in Dramatic Theory (also Theatre Arts 637)]**

Spring. 4 credits.

To be announced. M. Hays.

Disciplining the Spectator. The transformation of Republic world and the rise of the literary in eighteenth- and nineteenth-century Europe.

**[COM L 647 Romantic Narrative and Ideology (also English 647)]**

Spring. 4 credits.

R 1:25-3:20. C. Chase.

An examination of the ways in which narrative fictions of the Romantic period are definitions (denominations) of "man," "the self," "the subject," and "society," and why attempts to define those concepts would take narrative forms. These questions will be approached via the reading and interpretation of several important narrative texts in all their details and peculiarities. Works will include Rousseau, *Emile* and *La Nouvelle Heloise*; Holderlin, *Hyperion*; Godwin, *Caleb Williams*; Kleist, "Michael Kohlhaas"; and Shelley, *Frankenstein*, and other novels in English. Reading knowledge of French necessary.

**[COM L 649 Misogyny and Its Readers (also Comparative Literature 449 and Italian Literature 409/609)]**

Spring. 4 credits.

R 10:10-12:00. M. Migiel.

For description, please see Comparative Literature 449.

**[COM L 652 Renaissance Humanism (also Comparative Literature 452)]**

4 credits. Not offered 1994-95.

W. J. Kennedy.]

**[COM L 655 Opera (also German Studies 653 and Music 679)]**

Spring. 4 credits.

W 1:25-4:25. A. Groos.

For description, please see German Studies 653.

**[COM L 661 After the City: From Metropolis to Electropolis (also German Studies 661 and Architecture 338/637)]**

Fall. 4 credits.

T 4:00-6:00. G. Waite and W. Goehner.

For description, please see German Studies 661.

**[COM L 672 Theories of Modernism (also Art History 570)]**

4 credits. Not offered 1994-95.

H. Foster.]

**[COM L 674 Contemporary Poetry and Culture: 1968-1993]**

4 credits. Not offered 1994-95.  
J. Monroe.]

**COM L 702 Literature and Theory (also COM L 302 and ENGL 302/702)**

Fall. 4 credits.  
M W F 10:10-11:00. J. Culler.  
For description, see COM L 302.

**COM L 721 Baroque Perspectives: Theory's Return to the Seventeenth Century (also English 721)**

Spring. 4 credits.  
To be arranged. T. Murray.

## COMPUTER SCIENCE

R. L. Constable, chair; K. Birman, B. Bloom, C. Cardie, T. Coleman, B. Donald, D. Gries, J. Hartmanis, T. Henzinger, J. E. Hopcroft, D. Huttenlocher, D. Kozen, P. Pedersen, K. Pingali, M. Rauch, R. A. Rubinfeld, G. Salton, F. B. Schneider, B. Smith, D. Subramanian, R. Teitelbaum, S. Toueg, N. Trefethen, C. Van Loan, S. Vavasis, T. vonEicken, R. Zabih

The Department of Computer Science is in both the College of Arts and Sciences and the College of Engineering. A student in either college can major in computer science. The following describes the College of Arts and Sciences major.

### The Major

The major has three components: a core (a minimum of 42 credits), a group of electives in computer science and related fields (a minimum of 10 credits), and a concentration outside computer science (a minimum of 14 credits). The core focuses on the central topics within computer science: the logical design of programs, data structures, and algorithms. The remaining components of the major—the related electives and the outside concentration—provide a flexible extension to the core program. In consultation with their advisers, students are expected to choose electives and an outside concentration that best suit their graduate and career plans.

Students interested in pursuing an advanced degree in theoretical computer science should concentrate in mathematics. Students preparing for advanced work in scientific computation should take Computer Science 621 (instead of Computer Science 222) and Computer Science 622 (as a related elective) and concentrate in some branch of applied mathematics. Qualified students are encouraged to concurrently major in mathematics.

### Admission

The prerequisites for admission to the major are:

- 1) Completion of Computer Science 100-211 (or 212)-280 (or equivalent)
- 2) Completion of Mathematics 111-122-221 or Mathematics 191-192-293
- 3) A 2.75 grade-point average in all computer science and mathematics courses
- 4) Acceptance by the department's admissions committee

After admission, students are expected to maintain at least a 2.75 grade-point average in their major courses. Any grade below C- in a core course or related elective is not acceptable.

### Core

The core consists of the following courses:

- 1) Calculus and linear algebra: Mathematics 111-122-221-222 or 191-192-293-294
- 2) Programming and systems: Computer Science 100, 211 (or 212), 314, 410 and 414
- 3) Theory of computation: Computer Science 280, 381 (or 481), and 482. (One of the following may be substituted for Computer Science 280: Mathematics 332, 432, 434, or 481.)
- 4) Numerical analysis: Computer Science 222 or 421

### Related Electives

The related electives requirement consists of three courses. One must be a computer science course or course/laboratory combination numbered above 400 that includes a substantial programming project, for example, Computer Science 412/413, 414/415, 417/418, 432/433, 462/463, or 472/473; the other two are to be selected from the following:

Electrical engineering courses numbered 301 or higher

Operations research courses numbered 260 or higher

Mathematics courses numbered 411 or higher

Computer Science courses numbered 400 or above (except Computer Science 413, 415, 418, 433, 463, 473, 600, 601, and seminar courses)

Students are expected to select related electives that complement their concentration.

### Concentration

This component encourages the student to study some discipline outside of computer science in reasonable depth. The concentration consists of an approved sequence of four courses (at least 14 credits) numbered 200 or higher in some field related to the theoretical or practical aspects of computing. A list of approved concentrations is available in the Computer Science Undergraduate Office, 303 Upson Hall. Students may also design their own concentrations, subject to the approval of their adviser.

### Other Requirements

Computer science majors must also satisfy the College of Arts and Sciences and university requirements. In particular, the spirit of the 15-credit electives requirement will be strictly followed. This requirement helps ensure breadth of education, and consequently no computer- or mathematics-related course can be used toward its fulfillment. In general, no courses may be used to fulfill more than one requirement. There are two exceptions: first, appropriate core courses may be used to satisfy the group IV distribution requirement, and second, in the case of a double major, the same course may be applied to both majors.

Probability and statistics courses. Computer science majors are encouraged to include at least one course in the field of probability and statistics in their program of study. Although there is no formal department of statistics at Cornell, the Department of Mathematics and the School of Operations Research and Industrial Engineering offer a wide range of probability and statistics courses suitable for computer science majors, including the following introductory two-course sequences:

Math 471, Basic Probability

Math 472, Statistics

OR&IE 260, Introductory Engineering Probability

OR&IE 370, Introduction to Statistical Theory with Engineering Applications

A less rigorous but satisfactory one-semester introduction to probability and statistics is given in either of:

Math 370, Elementary Statistics

OR&IE 270, Basic Engineering Statistics

**Honors.** A student may be granted honors in computer science on the recommendation of the Computer Science Undergraduate Committee. The committee guidelines will generally be the following:

- 1) An overall grade-point average of not less than 3.25
- 2) A grade-point average for all computer science courses of not less than 3.5
- 3) Satisfactory completion of at least two computer science courses numbered above 600 or satisfactory completion of a significant special investigation (Computer Science 490).

## Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

**COM S 099 Fundamental Programming Concepts**

Fall. 2 credits. S-U grades only. No prerequisites.  
1 lec, 1 lab.

**COM S 100 Introduction to Computer Programming**

Fall, spring, or summer. 4 credits. Students who plan to take both COM S 101 and 100 must take 101 first.

2 lecs, 1 rec (optional). 3 evening exams. During most semesters, two versions of COM S 100 (COM S 100a and COM S 100b) are available as described in the computer science listing in the College of Engineering.

**COM S 101 The Computer Age (also ENGRE 101)**

Fall or summer. 3 credits. Not offered every year. Credit is granted for both Computer Science 100 and 101 only if 101 is taken first.  
2 lecs, 1 rec. 1 evening exam.

**COM S 107 An Introduction to SCHEME**

Spring. 1 credit. Prerequisite: Introductory course in PASCAL, or equivalent programming experience.  
3 lecs.



**COM S 172 An Introduction to Artificial Intelligence (also ENGR 172)**

Spring. 3 credits. Prerequisites: Computer Science 100 or 101; or equivalent computer experience. Enrollment may be limited. Not offered every year.

3 lecs. 2 evening exams.

**COM S 211 Computers and Programming (also ENGRD 211)**

Fall, spring, or summer. 3 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

2 lecs, 1 rec. 2 evening exams.

**COM S 212 Modes of Algorithmic Expression**

Fall, spring. 4 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

2 lecs, 2 recs. 2 evening exams.

**COM S 214 A Taste of UNIX and C**

Fall, spring. 1-2 credits. Prerequisite: Computer Science 211, or equivalent programming experience. S-U grades only.

3 lecs; 3 weeks (1 credit), 6 weeks (2 credits).

**COM S 222 Introduction to Scientific Computation (also ENGRD 222)**

Spring. 3 credits. Prerequisites: Computer Science 100 and pre/corequisite of Math 221 or Math 293.

2 lecs, 1 rec. 2 evening exams.

**COM S 280 Discrete Structures**

Fall or spring. 4 credits. Prerequisite: Computer Science 211 or 212 or permission of instructor.

3 lecs.

**COM S 314 Introduction to Digital Systems and Computer Organization**

Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 211 or 212 or equivalent.

2 lecs, 1 sec. 2 evening exams.

**COM S 381 Introduction to Theory of Computing**

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

3 lecs.

**COM S 400 The Science of Programming**

Spring. 4 credits. Prerequisite: Computer Science 280 or equivalent. Not offered every year.

3 lecs.

**COM S 401 Software Engineering: Technology and Technique**

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

**COM S 410 Data Structures**

Fall, spring, summer. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

2 lecs. 2 evening exams.

**COM S 411 Programming Languages and Logics**

Fall. 4 credits. Prerequisites: Computer Science 410 or permission of instructor. Not offered every year.

2 lecs.

**COM S 412 Introduction to Compilers and Translators**

Spring. 3 credits. Prerequisites: Computer Science 314, 381, and 410. Corequisite: CS413.

2 lecs, 1 lab.

**COM S 413 Practicum in Compilers and Translators**

Spring. 2 credits. Prerequisites: Computer Science 314, 381, 410. Corequisite: Computer Science 412.

1 lab.

A compiler implementation project related to Computer Science 412.

**COM S 414 Systems Programming and Operating Systems**

Fall. 3 credits. Prerequisite: Computer Science 314 or permission of instructor.

2 lecs. 2 evening exams.

**COM S 415 Practicum in Operating Systems**

Fall. 2 credits. Prerequisite: Computer Science 410. Corequisite: Computer Science 414.

1 lec.

**COM S 417 Computer Graphics and Visualization (also ARCH 374)**

Spring. 3 credits. Prerequisite: Computer Science 211 or 212.

2 lecs.

**COM S 418 Practicum in Computer Graphics (also ARCH 375)**

Spring. 2 credits. Enrollment limited.

Permission of instructor. Prerequisite: Computer Science 211 or 212. Recommended: Computer Science 314. Corequisite: Computer Science 417.

1 lab.

**COM S 421 Numerical Analysis**

Fall. 4 credits. Prerequisites: Mathematics 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming.

3 lecs.

**COM S 422 Parallel Computing for Scientific Problems**

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294 and COM S 222 or COM S 421, knowledge of C and Fortran.

3 lecs.

**COM S 432 Introduction To Database Systems**

Spring. 3 credits. Prerequisites: Computer Science 211 or 212 and Computer Science 410, or permission of instructor. Recommended: Computer Science 314. Not offered every year.

2 lecs. 1 rec.

**COM S 433 Practicum in Database Systems**

Spring. 2 credits. Corequisite: Computer Science 432. Not offered every year.

1 lab.

**COM S 444 Distributed Systems and Algorithms**

Fall. 4 credits. Co-requisite: COM S 414 or permission of instructor. Not offered every year.

2 lecs.

**COM S 462 Robotics and Machine Vision**

Spring. 3 credits. Prerequisite: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 463. Not offered every year.

3 lecs.

**COM S 463 Robotics and Machine Vision Lab**

Spring. 2 credits. Prerequisites: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 462. Not offered every year.

1 lab.

**COM S 472 Foundations of Artificial Intelligence**

Fall. 3 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and Computer Science 410. Open to juniors, seniors, and graduate students.

3 lecs.

**COM S 473 Practicum in Artificial Intelligence**

Fall. 2 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and 410. Corequisite: Computer Science 472.

1 lab.

**COM S 481 Introduction to Theory of Computing**

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. Credit will not be granted for both Computer Science 381 and Computer Science 481.

3 lecs.

A faster-moving and deeper version of Computer Science 381. Corrective transfers between Computer Science 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

**COM S 482 Introduction to Analysis of Algorithms**

Spring. 4 credits. Prerequisites: Computer Science 410 and Computer Science 381 or 481, or permission of instructor.

3 lecs.

**COM S 486 Applied Logic (also Mathematics 486)**

Fall or spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some course in mathematics or theoretical computer science. Not offered every year.

2 lecs, 1 lab to be arranged.

**COM S 490 Independent Reading and Research**

Fall or spring. 1-4 credits.

**COM S 501 Software Engineering: Technology and Technique**

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

**COM S 511 Modern Programming Languages**

Fall. 4 credits. Prerequisites: Computer Science 410 and a project course or permission of instructor. Not offered every year.

2 lecs.

**COM S 514 Practical Distributed Computing**

Fall or spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year.

**COM S 515 Practicum in Distributed Systems**

Fall or spring. 1-2 credits. Co-rerequisite: COM S 514.  
1 lec.

**COM S 516 High-Performance Computer Architecture**

Spring. 4 credits. Prerequisite: COM S 314 required; COMS 412 or 414 highly recommended.  
2 lecs.

**COM S 522 Parallel Computing for Scientific Problems**

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294, COM S 222 or COM S 421, knowledge of C and FORTRAN.  
3 lecs.

**COM S 572 Artificial Intelligence Programming**

Fall. 4 credits. Prerequisite: Computer Science 472 or permission of instructor. Not offered every year.  
3 lecs.

**COM S 600 Computer Science and Programming**

Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor. Not offered every year.  
1 lec.

**COM S 610 Multimedia Systems**

Fall. 4 credits. Prerequisite: COM S 314 or permission of instructor.  
3 lecs.

**COM S 611 Advanced Programming Languages**

Fall. 4 credits. Prerequisites: Computer Science 410, and 381 or 481, or permission of instructor.  
3 lecs.

**COM S 612 Compiler Design for High-Performance Architectures**

Spring. 4 credits. Prerequisites: Computer Science 314 and 412, or permission of instructor.  
3 lecs.

**COM S 613 Concurrent Programming**

Spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year.  
2 lecs.

**COM S 614 Advanced Systems**

Spring. 4 credits. Prerequisite: Computer Science 414 or permission of instructor.  
2 lecs.

**COM S 615 Theory of Concurrent Systems**

Spring. 4 credits. Prerequisites: COM S 611 or permission of instructor. Not offered every year.  
3 lecs.

**COM S 617 Frontiers of Parallel Computer Systems**

Fall. 4 credits. Prerequisites: COM S 314 or 516 required, COM S 411, 412, or 414.  
3 lecs.

**COM S 618 Topics in the Theory of Distributed Systems**

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.  
2 lecs.

**COM S 621 Matrix Computations**

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.  
2 lecs.

**COM S 622 Numerical Optimization and Nonlinear Algebraic Equations**

Spring. 4 credits. Prerequisite: COM S 621.  
3 lecs.

**COM S 624 Numerical Solution of Differential Equations**

Spring. 4 credits. Prerequisite: Previous exposure to numerical analysis, mathematical analysis including Fourier methods, and differential equations. Not offered every year.

**COM S 635 Automatic Text Processing and Information Retrieval**

Spring. 4 credits. Prerequisite: Computer Science 410 or equivalent or permission of instructor. Letter grade only.  
2 lecs.

**COM S 661 Robotics**

Fall. 4 credits. Prerequisites: Computer Science 482 and permission of instructor. Not offered every year.  
3 lecs.

**COM S 662 Robotics Laboratory**

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered every year.  
1 lab.

**COM S 664 Machine Vision**

Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and Mathematics 221 or equivalent.  
2 lecs.

**COM S 671 Introduction to Automated Reasoning**

Fall. 4 credits. Prerequisites: Computer Science 611 and 681 and Mathematics 581. Not offered every year.  
3 lecs.

**COM S 672 Advanced Artificial Intelligence**

Spring. 4 credits. Prerequisites: Computer Science 472 or permission of instructor.  
2 lecs.

**COM S 681 Analysis of Algorithms**

Fall. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.  
3 lecs.

**COM S 682 Theory of Computing**

Spring. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.  
3 lecs.

**COM S 683 Parallel Algorithms**

Fall. 4 credits. Prerequisite: COM S 681.  
1 lec.

**COM S 684 Introduction to Symbolic Computation**

4 credits. Prerequisites: Computer Science 381 or 481, or permission of instructor. Not offered every year.  
3 lecs.

**COM S 685 Computational Geometry**

Fall. 4 credits. Prerequisites: COM S 681, or permission of instructor.

**COM S 709 Computer Science Graduate Seminar**

Fall or spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

**COM S 711 Topics in Programming Languages and Systems**

Spring. 4 credits. Prerequisites: Computer Science 381 or 481 and Computer Science 611, or permission of instructor. Not offered every year.  
2 lecs.

**COM S 712 Topics in Programming Languages and Systems**

Spring. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year.  
2 lecs.

**COM S 713 Seminar in Systems and Methodology**

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 600, 611, 613, 615, 671, a logic course, or permission of instructor. Not offered every year.

**COM S 714 Distributed Computing**

Spring. 4 credits. Prerequisites: Computer Science 414 and an advanced systems course (e.g., Computer Science 613, 614, 632, or 643) or permission of instructor. Not offered every year.  
2 lecs.

**COM S 715 Seminar in Programming Refinement Logics**

Fall or spring. 4 credits. Prerequisite: permission of instructor.

**COM S 717 Topics in Parallel Architectures**

Fall. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year.  
2 lecs.

**COM S 718 Topics in Computer Graphics**

Fall or spring. 4 credits. Prerequisites: COM S 417 or permission of instructor. Not offered every year.  
1 lec.

**COM S 719 Seminar in Programming Languages**

Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. S-U grades only.

**COM S 721 Topics in Numerical Analysis**

Fall. 4 credits. Prerequisite: Computer Science 621 or 622, or permission of instructor. Not offered every year.  
2 lecs.

**COM S 722 Topics in Numerical Analysis**

Spring. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year.  
2 lecs.

**COM S 729 Seminar in Numerical Analysis/ACRI**

Fall or spring. 1-4 credits (to be arranged). Prerequisite: permission of instructor. S-U grades only.

**COM S 733 Selected Topics in Information Processing**

Not offered every year.  
2 lecs.

**COM S 739 Seminar in Text Processing and Information Retrieval**

Fall or spring. 4 credits. Prerequisite: Computer Science 635 or permission of instructor. S-U grades only.

**COM S 743 Topics in Fault-Tolerant Distributed Computing**

Prerequisite: Computer Science 614, 643, or 714. Not offered every year.  
1 lec.

**COM S 747 Seminar in Program Logic and Semantics**

4 credits. Prerequisite: permission of instructor. S-U grades only. Not offered every year.

**COM S 753 Seminar on Work in Progress in Distributed Systems**

Fall and spring. 1 credit. Prerequisite: permission of the instructor.

**COM S 754 Seminar in Work in Progress-Distributed Systems**

Fall. 1 credit.  
1 sec.

**COM S 761 Dynamic Manipulation and Scientific Computation**

Spring. 4 credits. Prerequisites: COM S 462 or COM S 661, a strong background in robotics and algorithms (e.g. COM S 481), and permission of the instructor.  
1 lec.

**COM S 762 Robot Cafe**

Spring. 4 credits. Prerequisite: CS661. Not offered every year.  
Advanced seminar on varying topics.

**COM S 763 Topics in Geometric Matching**

Spring. 4 credits. Prerequisites: COM S 685.  
1 lec.

**COM S 771 Topics in Artificial Intelligence**

4 credits. Prerequisite: permission of instructor. Not offered every year.

**COM S 772 Seminar in Advanced Robotics**

4 credits. Prerequisite: permission of instructor. Not offered every year.

**COM S 773 Proseminar in Cognitive Studies I (also Cognitive Studies, Philosophy, Linguistics, and Psychology 773)**

Fall. 2 credits.

**COM S 779 Seminar in Machine Learning**

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades only.

**COM S 781 Topics in Analysis of Algorithms and Theory of Computing**

Fall. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. S-U grades only. Not offered every year.  
2 lecs.

**COM S 782 Topics in Analysis of Algorithms and Theory of Computing**

Spring. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. S-U grades only. Not offered every year.  
2 lecs.

**COM S 784 Seminar in Computational Algebra**

Fall or spring. Informal weekly seminar in which current topics in computational algebra and symbolic mathematics are discussed.

**COM S 789 Seminar in Theory of Algorithms and Computing**

Fall, spring. 2-4 credits. Prerequisite: permission of instructor. S-U grades only.

**COM S 790 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

**COM S 890 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

**COM S 990 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

**DANCE**

See listings under Department of Theatre Arts.

**DUTCH**

See Modern Languages and Linguistics.

**ECONOMICS**

T. Mitra, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; K. Basu, V. Bencivenga, L. Blume, T. E. Davis, D. Easley, R. Ehrenberg, G. Fields, R. Frank, G. Hay, Y. Hong, M. Kelly, N. Kiefer, P. Legros, P. D. McClelland, M. Majumdar, J. Mitchell, U. Possen, R. E. Schuler, K. Shell, B. Smith, G. J. Staller, S. Subramanian, E. Thorbecke, J. Vanek, M. Veracierto, T. Vogelsang, H. Y. Wan, Jr., J. Wissink. Emeritus: W. Isard, A. Kahn, P. O'Leary, S. Tsiang

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

**Social Science Distribution Requirement**

The microeconomics distribution requirement can be fulfilled with any of the following:

Economics 101, Economics 201, Economics 203, or Economics 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

Economics 102, Economics 202, Economics 204, or Economics 314.

**The Major**

Students who wish to major in economics must have completed Economics 101 or Economics 203 and Economics 102 or Economics 204 or equivalent courses, and Mathematics 111, or its equivalent. A grade below a C will not be accepted for any of the above. Economics 203 (with a grade of B or better) satisfies both the introductory micro (Economics 101) and the intermediate micro (Economics 313) requirement. Similarly Economics 204 (with a grade of B or better) satisfies both the introductory macro (Economics 102) and intermediate macro (Economics 314) requirement.

Prospective majors should apply at the department office.

The requirements for the major beyond the introductory courses and Math 111 are:

- (1) Economics 313 (or Economics 203 with grade of B or better)
- (2) Economics 314 (or Economics 204 with grade of B or better)
- (3) Economics 319 or Economics 321, and
- (4) 20 credits of other economics courses listed by the Department of Economics, except that Economics 399 (independent study) and/or Economics, 499 (honors program) will not count toward the 20-credit requirement. With the permission of the major adviser, one or (in exceptional cases) two economics courses offered outside the College of Arts and Sciences may be applied to fulfill this requirement. Only courses in which a student receives a grade of C- or better will be counted towards satisfying the major requirements.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in economics or business are strongly encouraged to prepare themselves well in mathematics and econometrics. These students are strongly encouraged to enroll in Economics 319-320 rather than Economics 321.

**Courses**

**ECON 101 Introductory Microeconomics**  
Fall, spring, or summer. 3 credits. Economics 101 is not a prerequisite for 102.

Lecs and disc.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

**ECON 102 Introductory Macroeconomics**  
Fall, spring, or summer. 3 credits. Economics 101 is not a prerequisite for 102.

Lecs and disc.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

**ECON 103 Introduction to Economic Analysis**

Spring. 4 credits.

This course will introduce the student to the basic tools of microeconomic and macroeconomic theory necessary to understand and analyze contemporary economic problems and their proposed solutions. In particular, the allocative role of the price system in determining production, consumption, and the distribution of income will be analyzed. The course will also focus on aggregate economic activity in relation to the level, stability, and growth of national income and other measures like unemployment, inflation, the deficit, and balance of payments. We will also develop an awareness of the strengths and weaknesses of markets and how the price system and aggregate economy are modified and influenced by private organizations and government policy at both the micro and macro levels of analysis. (Cannot be applied to the economics major.)

**ECON 203 Microeconomics**

Fall. 4 credits. Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 101 and 313. (Can replace 313 only with grade of B or better). This course covers the topics taught in Economics 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

**ECON 204 Macroeconomics**

Spring. 4 credits. Prerequisite: Economics 203.

Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 102 and 314. This course covers the topics taught in Economics 102 and 314. (Can replace 314 only with grade of B or better). An introduction to the theory of national income determination, unemployment, growth, and inflation.

**ECON 301 Economics of Market Failure**

Spring. 4 credits. Prerequisites: Economics 101-102.

The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives; (f) direct and indirect taxation as instruments of redistribution.

**[ECON 303 Positive and Normative Theories of Income Distribution]**

Spring. 4 credits. Cannot be applied to the major. Not offered 1994-95.

After examining the distinction between the terms positive and normative as used in economics, this course will explore three main questions: (1) Why is income distributed the way it is? (2) How should income be distributed? (3) What is the relationship

between 1 and 2? Particular emphasis will be given to those theories of income distribution, both positive and normative, that tend to dominate discussion of these topics in America.]

**ECON 304 Economics and the Law**

Fall. 4 credits. Prerequisite: Economics 101. An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

**[ECON 306 Economics of Defense Spending]**

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1994-95.

The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market, the structure of the defense industry, and the economic behavior of defense firms.]

**[ECON 308 Economic Analysis of Government (also Civil and Environmental Engineering 322)]**

Spring. 4 credits. Prerequisites: calculus plus Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1994-95.

Analysis of economic bases for government intervention in a market economy. Topics include public goods, cost-benefit analysis, public finance, environment regulation and risk management, and macroeconomic topics.]

**[ECON 309 Environmental Economics]**

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1994-95.

This course examines the economic aspects of environmental issues. We will look at theoretical and analytical tools of economics as they apply to environmental issues, as well as related philosophical and ethical issues. We will then apply the various economic and ethical paradigms to current environmental issues.]

**ECON 313 Intermediate Microeconomic Theory**

Fall, spring, or summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The pricing process in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

**ECON 314 Intermediate Macroeconomic Theory**

Fall, spring, or summer. 4 credits. Prerequisites: Economics 101-102 and calculus. The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

**ECON 315 History of Economic Analysis**

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor. Early writings in economics and their relationship to current economic analysis and policy issues, for example, ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the

entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

**[ECON 317 Intermediate Mathematical Economics I]**

Fall. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1994-95.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.]

**[ECON 318 Intermediate Mathematical Economics II]**

Spring. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1994-95.

Advanced techniques of optimization and application to economic theory.]

**ECON 319 Introduction to Statistics and Probability**

Fall. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

**ECON 320 Introduction to Econometrics**

Spring. 4 credits. Prerequisites: Economics 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

**ECON 321 Applied Econometrics**

Fall or spring. 4 credits. Prerequisites: Economics 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics to be covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

**ECON 323 American Economic History**

Fall. 4 credits. Prerequisites: Economics 101-102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

**ECON 324 American Economic History**

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.



**ECON 325 Economic History of Latin America @**

Fall. 4 credits. A survey of changing economic institutions and policies from pre-Columbian to modern times.

**ECON 326 History of American Enterprise**

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent.  
History of the changing structure of American business from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

**ECON 331 Money and Credit**

Spring. 4 credits. Prerequisites: Economics 101-102 and 314.  
A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

**ECON 333 Financial Economics**

Fall. 4 credits. Prerequisites: Economics 313 and 314.  
The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

**ECON 335 Public Finance: The Microeconomics of Government**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313, or their equivalent, and one semester of calculus.  
The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

**ECON 336 Public Finance: Resource Allocation and Fiscal Policy**

Spring. 4 credits. Prerequisites: Economics 101-102, 313 or their equivalent and one semester of calculus.  
This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

**ECON 338 Macroeconomic Policy**

Spring. 4 credits. Prerequisite: Economics 314 or equivalent.  
The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.

**ECON 341 Labor Economics**

Fall. 4 credits. Prerequisites: Economics 101-102.

**[ECON 342 Economic Analysis of the University**

Spring. 4 credits. Prerequisite: ILR 240 or 313 or their equivalent. Not offered 1994-95.  
This course seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general, and labor market analysis in particular, can be usefully applied to analyze

resource allocation decisions at universities. Among the topics covered are financial aid, tuition, and admissions policies, endowment policies, faculty salary determination, the tenure system, mandatory retirement policies, merit pay, affirmative action, comparable worth, collective bargaining, resource allocation across and within departments, undergraduate versus graduate education, research costs, libraries, athletics, and "socially responsible" policies.]

**ECON 351 Industrial Organization**

Fall. 4 credits. Prerequisite: Economics 313 or its equivalent.  
A study of markets that differ from the ideal of perfect competition (e.g., monopoly and oligopoly) and the efforts of our legal system through the antitrust laws to deal with the kinds of problems that arise in such markets. Specific topics covered include mergers, price fixing, price discrimination, predatory pricing, and vertical restraints such as resale price maintenance.

**ECON 352 Advanced Topics in Industrial Organization**

Spring. 4 credits. Prerequisites: Economics 351.

This course is an extension of 351 and will emphasize (a) more-advanced topics in the theory of industrial organization with special attention to recent developments in the literature; and (b) empirical analysis of numerous issues relating to the structure of markets and their performance.

**[ECON 354 Economics of Regulation**

Fall or spring. 4 credits. Prerequisite: Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1994-95.

Explores technological bases for government intervention in the private market economy, which include decreasing cost industries (natural monopolies) and technical externalities (pollution and risk). The economic implications of regulating electric, gas, and communications and transportation utilities, including pricing, service quality, efficiency incentives, and long-range planning issues, are examined in detail. Topics on environmental protection and societal risk management are also explored.]

**[ECON 355 Departures from Rational Choice**

Fall. 4 credits. Prerequisites: Economics 313 and 314, or their equivalents. Not offered 1994-95.

This course examines behaviors that appear inconsistent with the traditional theory of rational choice. These behaviors fall under two broad categories: (1) irrational behavior with regret, and (2) irrational behavior without regret. The first category includes, but is not limited to, behaviors that result from cognitive errors. Once people are made aware of these errors, they typically express a desire to modify their behavior in the directions called for by rational choice theory. The second category represents a deeper challenge to the traditional model. It consists of behaviors that people generally express no desire to modify despite their inconsistency with rational choice theory.]

**[ECON 357 Game Theory**

Spring. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1994-95.  
This course studies mathematical models of conflict and cooperation in situations of

uncertainty (about nature and about decision makers).]

**ECON 361 International Trade Theory and Policy**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

**ECON 362 International Monetary Theory and Policy**

Spring. 4 credits. Prerequisites: Economics 101-102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

**ECON 363 International Economics**

Fall. 4 credits. Prerequisite: Economics 101-102 or equivalent.

This course surveys international economics in one semester. First, it surveys the sources of comparative advantage, and it analyzes commercial policy and the institutional aspects of the world trading system. Second, it discusses exchange rates, and it studies theories of balance of payments adjustments. This course is intended primarily for government majors who are comfortable with a less technical approach to international economics. (Cannot be applied to the economics major.)

**ECON 365 Economic Problems of Latin America @**

Spring. 4 credits. Prerequisites: Economics 101-102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

**[ECON 366 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets**

Fall. 4 credits. Prerequisites: Economics 101-102. Not offered 1994-95.

The course will introduce first the basic features of a centrally planned economy and proceed to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis will be extended to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course will proceed to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence of the "successor states" of the Soviet Empire as well as their attempts to join, or re-join, Western Europe. Current developments will be addressed.]

**[ECON 367 Comparative Economic Systems: East and West**

Fall or spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1994-95.

The course will develop first a framework for studying economic systems and national economies and present three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course will consider economic goals to be

achieved (such as growth, stability, and productivity) and introduce quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models will be carried out.]

**ECON 369 The Economy of China @**  
Spring. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.  
Examines the development of the Chinese economy and the evolution of China's economic system since 1949.

**ECON 370 Socialist Economies in Transition**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313-314.  
This course studies the economic aspects of the transition of centrally planned, socialist economies to capitalist, market economies. It begins with an overview of the functioning of centrally planned economies, the arguments for reform, and experience with reform of these economies prior to 1989. This background section provides an understanding of the issues relating to reform. The focus then shifts to the current transitions in the reforming economies. We examine the key elements of the reform process, including macroeconomic stabilization and price liberalization, tax reform, development of capital markets, and privatization of firms. We study the economic arguments relating to each of these aspects of reform and compare experiences with reform in different countries.

**ECON 371 Economic Development**

Fall. 4 credits. Prerequisites: Economics 313 or equivalent.  
Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

**[ECON 372 Applied Economic Development**

Fall or spring. 4 credits. Prerequisite: Economics 313. Not offered 1994-95.]

**[ECON 374 National and International Food Economics (also Nutritional Sciences 457)**

Spring. 4 credits. Prerequisites: a college course in economics and junior standing or permission of instructor. Not offered 1994-95.  
Examination of individual components essential for an understanding of the U.S. and world food economies. Analysis of (a) the major economic factors determining the demand for food, the composition of food consumption, and nutritional intake; and (b) the major economic factors affecting food production and supply. Examination and evaluation of the effectiveness of various food policies and programs in altering food consumption patterns. Principles of nutritional planning in developing countries within the context of the process of economic and social development.]

**[ECON 381 Economics of Participation and Workers' Management**

Spring. 4 credits. Prerequisites: Economics 313-314 or permission of instructor. Not offered 1994-95.

The theory of labor-management economies is developed systematically, and literature on that and related subjects surveyed. Theories of the participatory firm, industry, and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia and other real instances of labor participation are made throughout.]

**[ECON 382 The Practice and Implementation of Self-Management**

Fall. 4 credits. Prerequisites: Economics 101-102. Not offered 1994-95.  
A broad introduction to the subject of workers' self-management intended for both economists and non-economists. It contains no technical tools nor does it require prior professional knowledge: thus there are no prerequisites. The course objective is to answer 5 broad questions: (1) What is self-management? (2) Where and in what form does it occur? (3) What is its history? (4) How does it work? and (5) How is a cooperative enterprise/economy started/cooperated?]

**ECON 399 Readings in Economics**

Fall or spring. Variable credit.  
Independent study.

**ECON 416 Intertemporal Economics**

Spring. 4 credits. Prerequisites: Economics 313.  
This course is intended for advanced economics majors who are especially interested in economic theory. Topics to be covered: (a) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (b) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (c) growth, exhaustible resources; pollution and conservation: discussion of the trade-offs facing a society.

**[ECON 419 Economic Decisions under Uncertainty**

Fall. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1994-95.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

**ECON 422 The Economics of Infrastructure and a Sustainable Environment (also CEE 422)**

Fall. 4 credits. Prerequisite: Mathematical version of intermediate microeconomics (ECON 203 or 313 or CEE 321).  
An analysis of the economic physical and ecological environments in which products, projects, and/or engineered systems are implemented. Market failures that must be corrected to sustain a modern industrial economy are studied, including problems of the environment, public goods, renewable resources, scale economies, urbanization, demographics, and economic development. Important planning tools presented include methods for assessing project demand, cost-benefit analysis, choosing the proper discount rate, dealing with uncertainty, financial constraints, and when and how to price. Also discussed are problems of sustainability, global climate change, the allocation of scarce and previously nonmarketed resources, and

the planning and management of activities with uncertain environmental consequences.

**[ECON 445 Topics in Microeconomic Analysis—Markets and Planning**

Fall or spring. 4 credits. Prerequisites: Economics 313. Not offered 1994-95.  
This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: (1) to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and (2) to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.]

**[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead?**

Fall or spring. 4 credits. Prerequisites: Economics 314. Not offered 1994-95.  
The coverage of this course may vary from term to term. Presently the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically, critiques to Keynesian theory.]

**ECON 473 Economics of Export-led Development @**

Fall. 4 credits. Prerequisites: Economics 313, 314, or their equivalent.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

**[ECON 481 Economic Effects of Participation and Labor-Managed Systems**

Fall or spring. 4 credits. Prerequisites: Economics 381 and 382. Not offered 1994-95.  
This course applies microeconomic theory to analyzing the performance of firms in which employees either participate in the decision-making process or make all the important decisions. If a specialist in the area is lacking, Prof. Vanek may give the course as a seminar where primarily grad students will discuss topics in the literature selected through consensus of the participants.]

**[ECON 482 Practical Aspects of Business Management of Worker Enterprises**

Fall or spring. 4 credits. Prerequisite: should be taken concurrently with or following Economics 382/582, and permission of instructor. Not offered 1994-95.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management democratic enterprises. It will be based primarily on dialogue and participants' own presentations of their research in relevant

areas such as cooperative business law, finance, accounting, or internal work organization. The instructor will act primarily as a coordinator and resource person. Whenever possible an attempt is made to form and incorporate a self-managing cooperative enterprise. Students who have taken all three courses, Economics 381/681, 382/682, and 482, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credit for this work.]

**[ECON 483 The Technological and Product Base of Worker Enterprises, with Special Emphasis on Ecology and Solar Energy Applications]**

Fall or spring. 4 credits. Prerequisite: may be taken concurrently with or following Economics 382/582, and permission of instructor. Not offered 1994-95. This course is designed to deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation, through learning about and construction of simple energy-related technologies, to be produced in workers' enterprises. Size of the class is limited by technical, space, and instruction resources. Some of the technologies may serve as a basis for projects to be undertaken in Economics 482.]

**ECON 499 Honors Program**

Fall and spring. 8 credits. Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

**Graduate Courses and Seminars**

**ECON 509 Microeconomic Theory I**

Fall. 4 credits. Topics in consumer and producer theory.

**ECON 510 Microeconomic Theory II**

Spring. 4 credits. Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

**ECON 513 Macroeconomic Theory: Static Income Determination**

Fall. 4 credits.

**ECON 514 Macroeconomic Theory: Dynamic Models, Growth, and Inflation**

Spring. 4 credits.

**ECON 516 Applied Price Theory**

Spring. 4 credits. The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

**ECON 517 Intermediate Mathematical Economics I**

Fall. 4 credits.

**ECON 518 Intermediate Mathematical Economics II**

Spring. 4 credits.

**ECON 519 Econometrics I**

Fall. 4 credits. Prerequisites: Economics 319-320 or permission of instructor. This course gives the probabilistic and statistical background for meaningful application of econometric techniques.

Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 520.

**ECON 520 Econometrics II**

Spring. 4 credits. Prerequisite: Economics 519.

This course is a continuation of Economics 519 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

**ECON 537 Economics of Financial Market Regulation**

Fall. 4 credits. Prerequisites: ECON 313 and 314 and the consent of the instructor. The decade of the 90s has seen a revolution in financial regulation. The FDICIA, the Basel agreements, and the various European Community directives are changing the rules of the financial game. What are the possible impacts on financial markets and institutions? What is the likely structure of financial intermediation after these regulatory shocks? Specific topics to be covered: financial markets, intermediaries and instruments; quantitative analysis of financial assets and flows; economics of financial intermediation; financial regulation in the U.S. and Europe and harmonization; costs and benefits of the current regulatory environment.

**ECON 565 Economic Problems of Latin America**

Spring. 4 credits. For description see Economics 365.

**[ECON 581 Economics of Participation and Worker Management]**

Spring. 4 credits. Not offered 1994-95. For description see Economics 381.]

**[ECON 582 The Practice and Implementation of Self-Management]**

Fall. 4 credits. Not offered 1994-95. For description see Economics 382.]

**ECON 599 Readings in Economics**

Fall or spring. Variable credit. Independent study.

**[ECON 603 Seminar in Peace Science]**

Fall. 4 credits. Not offered 1994-95. Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.]

**[ECON 605 Advanced Social Theory for Peace Scientists]**

Spring. 4 credits. Prerequisites: Economics 505 and knowledge of microeconomic theory. Not offered 1994-95. Study of diverse social science hypotheses and theories as they relate to, and can be

synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.]

**ECON 610 Stochastic Economics: Concepts and Techniques**

Spring. 4 credits. Prerequisites: Economics 509, 510, 513, 514, 519, and 520.

This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory will be able to get some exposure to current research.

**ECON 611 Advanced Microeconomic Theory**

Fall. 4 credits.

**ECON 612 Advanced Macroeconomic Theory**

Fall. 4 credits.

**ECON 617 Mathematical Economics**

Spring. 4 credits.

**ECON 618 Mathematical Economics**

Fall. 4 credits.

**ECON 619 Advanced Topics in Econometrics I**

Fall. 4 credits. Prerequisites: Economics 519-520 or permission of instructor. Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

**ECON 620 Advanced Topics in Econometrics II**

Spring. 4 credits. Prerequisites: Economics 519-520 or permission of instructor. For description see Economics 619.

**ECON 623 American Economic History**

Fall or spring. 4 credits.

**ECON 624 American Economic History**

Fall or spring. 4 credits.

**ECON 626 Methods in Economic History**

Fall or spring. 4 credits.

**ECON 631 Monetary Theory and Policy**

Spring. 4 credits.

**ECON 632 Monetary Theory and Policy**

Fall. 4 credits.

**ECON 635 Public Finance: Resource Allocation and Fiscal Policy**

Fall. 4 credits.

**ECON 636 Public Finance: Resource Allocation and Fiscal Policy**

Spring. 4 credits.

**[ECON 637 Location Theory and Regional Analysis]**

Fall. 4 credits. Prerequisites: Economics 509 and 517 and Econometrics. Not offered 1994-95.

Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.]

**ECON 638 Public Finance: Local Government and Urban Structure**

Fall or spring. 4 credits.

An integration of urban economics and location theory with local public goods and state and local public finance topics. Both equilibrium models and dynamic analyses are explored.

**ECON 641 Seminar in Labor Economics**

Spring. 4 credits.

**ECON 642 Seminar in Labor Economics**

Fall. 4 credits.

**ECON 644 The Labor Market and Public Policy: A Comparative View**

Fall or spring. 4 credits.

**ECON 647 Economics of Evaluation (also Industrial and Labor Relations 647)**

Spring. 4 credits.

For description see Industrial and Labor Relations 647.

**ECON 648 Issues in Latin America**

Fall. 4 credits.

**ECON 651 Industrial Organization and Regulation**

Fall. 4 credits.

**ECON 652 Industrial Organization and Regulation**

Spring. 4 credits.

**[ECON 653 Public Policy Issues for Industrial Organizations]**

Spring. 4 credits. Prerequisites: Economics 509, 510, and 651. Not offered 1994-95.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

**[ECON 655 Rivalry and Cooperation]**

Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission. Not offered 1994-95.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course will explore the details of rivalry and cooperation in an effort to synthesize broader views of economic interaction. Topics will include the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.]

**ECON 656 Noncooperative Game Theory**

Fall. 4 credits. Prerequisites: Economics 509-510 and 519.

This course surveys equilibrium concepts for non-cooperative games. We will cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We will pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis will be from the strict decision-theoretic point of view, but we will also survey some models of bounded rationality in games, including games played by automata.

**ECON 657 Economics of Imperfect Information**

Spring. 4 credits. Prerequisites: Economics 509-510 and 519.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory will be discussed.

**ECON 661 International Economics: Trade Theory and Policy**

Fall. 4 credits.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

**ECON 662 International Economics: International Finance and Open Economy Macroeconomics**

Spring. 4 credits.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics will be covered.

**[ECON 664 International Economics: Balance of Payments and International Finance]**

Fall or spring. 4 credits. Not offered 1994-95.]

**[ECON 670 Economic Demography and Development]**

Fall or spring. 4 credits. Not offered 1994-95.]

**ECON 671 Economic Development and Development Planning**

Spring. 4 credits.

Reviews the existing literature on the determinants of economic growth and the interrelationship between growth and income distribution through the process of economic development. A general equilibrium approach to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of developing countries. Among the topics explored are: impact of structural adjustment and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral and regional

development models built for such developing countries as India, Brazil, Indonesia and Ecuador.

**ECON 672 Economics of Development**

Fall. 4 credits. Prerequisites: first-year graduate economic theory and econometrics. Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

**[ECON 673 Economic Development]**

Fall or spring. 4 credits. Prerequisites: Economics 509 and 520. Not offered 1994-95. The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.]

**ECON 674 Economic Systems**

Fall. 4 credits.

**[ECON 675 Comparative Economic Organization and Institutions]**

Spring. 4 credits. Prerequisites: Economics 314 and 351-352 or equivalent. Not offered 1994-95.

This course addresses problems of coordination, management, finance, and organizational structure in firms and, to some extent, economies. It covers topics such as coordination mechanisms for production activity, problems arising in the control of subordinate agents' behavior, decision making within firms, internal firm organization, financial institutions and loan contracts, and the market for firm control. Course material draws from literature on mechanism design and from the fields of industrial organization, finance, and comparative systems.]

**[ECON 678 Economic Growth in Southeast Asia]**

Fall or spring. 4 credits. Not offered 1994-95.]

**[ECON 681 Economics of Participation and Self-Management]**

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor. Not offered 1994-95.

For description see Economics 381. Economics 681 is given on a more advanced graduate level.]

**[ECON 682 Seminar on Economics of Participation and Labor-managed Systems]**

Fall. 4 credits. Not offered 1994-95.]

**ECON 684 Seminars in Advanced Economics**

Fall and spring. 4 credits.



## ENGLISH

W. Wetherbee, chair; R. Gilbert, director of undergraduate studies (255-3492); T. Murray, graduate faculty representative (255-7989); S. McMillin, director of honors program; B. B. Adams, A. R. Ammons, J. P. Bishop, A. Boehm, F. V. Bogel, L. Bogel, Laura Brown, Lois Brown, C. Chase, B. Correll, J. Culler, S. Davis, D. Eddy, L. Fakundiny, R. T. Farrell, D. Fried, A. Galloway, K. Gottschalk, L. Herrin, T. D. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. V. Kaske, M. Koch, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, M. McCoy, P. Marcus, B. Maxwell, D. Mermin, S. P. Mohanty, D. Moore, R. Morgan, H. Mullen, B. V. Olguín, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, S. Samuels, P. Sawyer, D. R. Schwarz, M. Seltzer, K. Shanley, H. E. Shaw, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, S. Wong. Emeriti: M. H. Abrams, J. F. Blackall, A. Caputi, S. Elledge, R. Elias, J. R. McConkey, S. Parrish, M. A. Radzinowicz, S. C. Strout

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film. Literature courses focus variously on the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and to other disciplines. The department seeks not only to foster analytical reading and lucid writing but also, through the study of literary texts, to teach students to think about the nature of language, and to be alert to the rigors and pleasures of that ordinary and peculiar activity, reading.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or literary genre; others combine sustained work in creative writing with the study of literature. Others pursue special interests in such areas as women's literature, Afro-American literature, literature and the visual arts, or critical theory.

There are also many ways for students informally to supplement their course work in English, by attending the frequent lectures and poetry readings sponsored by the department, or by writing for campus literary magazines.

### The Major

Any student considering a major in English should meet with the department's director of undergraduate studies to discuss the major and be assigned a major adviser. Copies of a brochure containing suggestions for English majors and prospective English majors are available in the department office, 250 Goldwin Smith Hall.

The Department of English recommends that its students ready themselves for the major by taking at least one preparatory course. Freshmen interested in majoring in English are encouraged to take one of the following freshman seminars: The Reading of Fiction (English 270), The Reading of Poetry (English 271), or Introduction to Drama (English 272). First-term freshmen with a score of 700 or above on the CEEB College Placement Tests in English composition or literature or 4 or 5 on the CEEB Advanced Placement Examination in English may enroll in English 270, 271,

272 as space permits (all students who have taken one freshman seminar are permitted to enroll in these courses as space permits).

English 201 and 202, overviews of major British writers, though not required for the major, are strongly recommended for majors and prospective majors, since they afford an overview of the history of English literature, providing an introduction to periods, authors, and genres that allows students to make a more informed choice of advanced courses.

In addition, The American Literary Tradition (English 275) and the Essay in English (English 295) are especially suitable in preparation for the major.

### Requirements

Each English major must complete with passing letter grades at least 36 credits in courses approved for the major. Students may count up to four courses for the major from the category entitled "200-level Courses Approved for the Major." All English courses numbered 300 or above count toward the major. Of the 36 credits required for the major, 12 (three courses) must be taken in literature before 1800. (Courses taken for the English major may also be used to satisfy the arts college humanities distribution requirement or, in the case of creative writing courses, the expressive arts distribution requirement.)

A major, then, might normally consist of three or four courses at the 200 level, three or four at the 300 level, and a couple of 400-level seminars. A student's selection of courses will ideally display some historical breadth (as is reflected in the requirement of three courses in literature before 1800) and training in the reading of several kinds of literature (such as drama, poetry, and fiction). In their final semesters, English majors should be ready for advanced seminars in a more focused field of interest.

### Foreign Language

English majors also are required to complete six credits of foreign language study (preferably in literature) in courses for which qualification is a prerequisite. Advanced placement credit does not fulfill this requirement, nor does the study of foreign literature in translation. Majors are urged to complete this requirement by the end of their sophomore year, and those who enter Cornell without sufficient preparation should begin their language study at once.

With the permission of their advisers, students may count toward the English major a maximum of 12 credits in literature or creative writing courses at the 300 level or above given by such departments and programs as Comparative Literature, Theatre Arts, Romance Studies, the Africana Studies and Research Center, and the Society for the Humanities. Double majors may count toward these 12 credits any courses, 300 level or above, taken in their other major if such courses are approved by their English department adviser as relevant to the study of literature.

### Honors

Prospective candidates for the degree of Bachelor of Arts with honors in English should read the handout "English Department Honors Program," available in the English office.

These students should discuss their qualifications with the chair of the Honors Committee during the spring term of their sophomore year, when they will be admitted provisionally to the program. During their junior year, honors candidates must take one honors seminar (English 491 or 492), which will reflect a dominant area of interest, address methods of scholarly research, and require the composition of a long end-of-term essay. Honors students are strongly encouraged to take an additional 400-level course in the field in which they plan to concentrate. On the basis of their performance, students will be officially admitted to the program at the end of the junior year. Seniors in honors enroll in a year-long tutorial (English 493 and 494) in which they work closely with a faculty member especially qualified to supervise the topic of the candidate's choosing; the year's work culminates in the writing of a scholarly honors thesis. (All seniors in the program are expected to attend informal sessions in which they discuss their work-in-progress.) More information about the program may be found in the department's brochure for honors candidates.

### Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 level for nonmajors will vary from topic to topic, and permission of the instructor is required.

### Freshman Writing Seminars

As part of the Freshman Writing Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Seminar requirement. Descriptions of Freshman Writing Program offerings may be found in the Freshman Writing Program listings, available from college registrars in August for the fall term and in November for the spring term.

Especially well-qualified students who are considering a major in English are encouraged to enroll in English 270, 271, or 272.

Students who have scored 4 or 5 on the Princeton exam or 700 or better on the English Composition or CEEB test or 6 or 7 on the International Baccalaureate (IB) Higher Level Examination are eligible to enroll in the fall semester (space permitting) in any one of these courses. English 270, 271, and 272 will be open to all freshmen in the spring semester who have satisfactorily completed one freshman seminar. Registration is handled by the Freshman Writing Program during freshman registration.

### ENGL 270 The Reading of Fiction

Fall, spring, each summer. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Forms of modern fiction,

with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present.

**ENGL 271 The Reading of Poetry**

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Designed to sharpen the student's ability to understand and respond to poetry, through readings in the major periods, modes, and genres of poetry written in English.

**ENGL 272 Introduction to Drama**

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Selected works by such playwrights as Sophocles, Shakespeare, Ibsen, and Brecht introduce the chief idioms and styles of drama. The course work may include a special project related to the plays being produced by the Department of Theatre Arts.

**Courses Primarily for Nonmajors**

**[ENGL 205-206 Readings in English and American Literature #**

205, fall; 206, spring. 3 credits each term. Open to all undergraduates. English 205 is *not* a prerequisite for 206. Not offered 1994-95.]

**ENGL 227 Shakespeare #**

Spring. 3 credits. Each section limited to 25 students.

Spring: Section 1. TBA. B. Adams.

Section 2. TBA. D. Eddy.

A critical study of representative plays from the principal periods of Shakespeare's career.

**ENGL 288-289 Expository Writing**

288, fall; 289, spring. 3 credits each term. Each section limited to 16 students. Prerequisites: Students must have completed the freshman writing requirements of their individual colleges before they may enroll in this course.

English 288-89 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form or use of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read regularly in relevant published material and do a substantial amount of new writing of their own each week, while reviewing and responding to each other's work. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term.

**Fall 1994:**

Section 1.—The Essay: Personal to Public—B. Barr

Section 2.—Politics, Rights, and the Constitution—L. Laufenberg

Section 3.—Writing in the Humanities—S. Davis

Section 4.—Body Politics: Medical Issues and Social Debate—D. Luciano

Section 5.—Subversive Films, Scandalous Fictions—R. Egger

Section 6.—Understanding the Media—D. A. Williams

Section 7.—Reviewing Women: Women Reviewed—H. White

Section 8.—Issues and Audiences—B. LeGendre

Section 9.—Nature, "Nature," and Human Values—D. Takacs

**Spring 1995:** To be announced.

See English Department *Guide to Course Scheduling* for full fall and spring section descriptions.

**Creative Writing**

Students usually begin their work in Creative Writing with English 280 or 281, and only after completion of the Freshman Seminar requirement. Please note that either English 280 or English 281 is the recommended prerequisite for 300-level creative writing courses. English 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). English 382-383, 384-385, and 480-481 are approved for the English major.

**ENGL 280-281 Creative Writing**

Fall, spring, summer, and winter session. 3 credits. Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students. Please pre-register for 280-281—the courses are no longer using the ballot system for enrollment.

An introductory course in the theory, the practice, and the reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops. English 280 is not a prerequisite for English 281.

**ENGL 382-383 Narrative Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 384-385 Verse Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 480-481 Seminar in Writing**

See complete course description in section headed Courses for Advanced Undergraduates.

**ENGL 481 Script Writing**

See complete course description in section headed Courses for Advanced Undergraduates.

**Expository Writing**

**ENGL 381 Reading as Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 386 Philosophic Fictions**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 387 Autobiography: Theory and Practice**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 388-389 The Art of the Essay**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**200-Level Courses Approved for the Major**

Students may take up to four of the following 200-level courses for credit toward the English major. Although courses numbered in the 200s are primarily for sophomores, some of them are open to qualified freshmen.

**ENGL 201-202 The English Literary Tradition #**

Fall and spring. 4 credits. Open to undergraduates who have completed the freshman writing requirement. English 201 is not a prerequisite for 202.

201: Fall. M W F 11:15-12:05.

W. Weatherbee.

Interpretation of major works ranging from *Beowulf* through Milton. Surveys Old English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Renaissance lyric poetry, and Milton.

202: Spring. TBA. P. Sawyer.

Includes Dryden, Swift, Pope, Johnson, Blake, the major Romantic and Victorian poets, and Yeats. The course will be conducted by a combination of lectures and seminars.

**[ENGL 203 Major Poets**

Fall. 3 credits. Not offered 1994-95.]

**ENGL 204 Close Reading: An Intensive Introduction**

Fall. 4 credits. Limited to 20 students.

T R 10:10-11:25. F. Bogel.

This course is designed to introduce students to the ways language operates in written texts and to the various acts we perform when we read those texts. The aim is to prepare students for advanced work in literary studies and for a more imaginative relation to their entire verbal environment. The course will explore poems, plays, stories, and nonfictional prose, along with a variety of everyday writings: advertisements, billboards, political slogans, bumper stickers, sweatshirts, and more.

We will explore such questions as: How do literary critics interpret texts, and how do their interpretations differ from other kinds of reading? Is literary criticism appropriate to all sorts of text, or just those designated as "literature"? Can the same text be literature at some time but not at others? Do readers create or discover the meanings of texts, and how can we distinguish between legitimate and illegitimate—or convincing and unconvincing—interpretations? Writing assignments will be exploratory, focusing on details of the language of texts and taking forms other than that of the standard critical essay. Class will be conducted as a discussion.

**[ENGL 207 Introduction to Twentieth-Century Poetry (also Comparative Literature 207)**

3 credits. Not offered 1994-95.]

**ENGL 240 Introduction to U.S. Latino Literature (also Hispanic American Studies 240 and Spanish Literature 242)**

Fall. 3 credits.

M W F 12:20-1:10. B. V. Olguin.

It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the

growing body of literature across time, space, and genre being produced by the various Latino/a communities that have established a presence in the United States. Of particular interest are the manner and degree to which the literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general at a time when the American profile is increasingly becoming "latinized." Authors examined include Juan Seguin, Alurista, Gloria Anzaldúa, Cherrie Moraga, Bernardo Vega, Miguel Piñero, Nicolasa Mohr, Christina Garcia, Oscar Hijuelos, Julia Alvarez, Ruben Martinez and several others.

**ENGL 241 Introduction to Chicano/a Poetry and Poetics (also Hispanic American Studies 241 and Spanish Literature 241)**

Spring. 3 credits.

TBA. B. V. Olguín.

This survey course will introduce students to Chicano and Chicana poetry across time, space, and format. We will examine verse at different periods in Chicano/a literature from the pre-Aztlán, Aztlán, and post-Aztlán generations. The course places special emphasis on exploring the links between poetics and politics. Some of the poets examined include Teresa Acosta, Fray Angélico Chávez, Ricardo Sánchez, José Montoya, Rodolfo "Corky" Gonzalez, Alurista, Raúl Salinas, Judy A. Lucero, Evangelina Vivil-Piñon, Lorna Dee Cervantes, Gloria Anzaldúa, Ana Castillo, Gary Soto, Alicia Gaspar de Alba, and Francisco X. Alarcón.

**[ENGL 251 Twentieth-Century Women Novelists (also Women's Studies 251)]**

4 credits. Not offered 1994-95.]

**ENGL 255 African Literature @**

Spring. 4 credits.

TBA. B. Jeyifo.

An introduction to major African writers and literary traditions. Authors studied may include Achebe, Soyinka, Clark, Armah, Ngugi, and Aidoo.

**ENGL 260 Topics in American Indian Literature**

Fall. 3 credits.

T R 8:40-9:55. D. Moore.

In an introduction to Native American literatures, we read a variety of genres—novels, short fiction, autobiography, poetry, oral traditions—spanning Indian publications through the last two centuries. Issues arising from the texts include aesthetics of orality and literacy; cultural change and survival; colonial identity politics; mythic histories; world views and ideologies; and contemporary tribal sovereignty. A goal of the course is to read historical American contexts through the eyes of Native American texts.

**ENGL 261 History of the American Indian Novel**

Spring. 3 credits.

T R 8:40-9:55. D. Moore.

From the early nineteenth century through the late twentieth, American Indian novelists have been shaping their stories to the forms of the novel and reshaping novel forms in the process. The course explores autobiographic, ethnographic, and historical roots of American Indian novels and traces the major cultural and political themes on which these writers focus their narratives.

**ENGL 262 Asian American Literature (also Asian American Studies 262 and American Studies 262)**

Fall. 3 credits.

T R 1:25-2:40. S. Wong.

This course will introduce students to the wide range of writing by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problems of defining an Asian American literary tradition.

**ENGL 263 Studies in Film Analysis**

Fall and spring. 4 credits. Enrollment limited to 20 students. Preference given to English majors.

Fall: Sec 01 T R 10:10-11:25 and Sec 02

T R 1:25-2:40. L. Bogel.

Special topic: **Interpreting Hitchcock.**

Through detailed analysis of about fifteen of Hitchcock's major films—from British silents such as *The Lodger* and the British talkies of the 30s (*The Thirty-Nine Steps*) to the early 40s work in Hollywood (*Spellbound*, *Notorious*), and major American films of his later period (*Rear Window*, *The Birds*)—we will consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts for psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship, and the nature of desire and sexuality. Frequent short essays and viewing exercises encourage students to engage through their writing the course's critical concerns. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

Spring: TBA. L. Bogel.

Special topic: **Interpreting Melodrama and the Women's Film of the 30s and 40s.**

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such films as: *Stella Dallas*; *Now, Voyager*; *Rebecca*; *Mildred Pierce*; *The Women*; *Imitation of Life*; *Secret Beyond the Door*; *All This and Heaven, Too*; *So Big*; *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

**[ENGL 264 Ethnic Literature: Bridges and Boundaries]**

4 credits. Not offered 1994-95.]

**[ENGL 265 Contemporary African American Literature]**

3 credits. Not offered 1994-95.]

**ENGL 267 The Many Voices of the American Renaissance**

Fall. 3 credits.

T R 11:40-12:55. D. Moore.

The antebellum emergence of a distinctive American literature can be understood as more than an American dialogue with or against European masters. It was also an internal dialogue, toward defining "America," among and between African Americans, Native Americans, and American women, in dialogue with more canonical figures such as Emerson, Whitman, Thoreau, Melville, and Hawthorne. Through selections from a variety of such voices, the course explores how those multiple dialogues shaped social terms for descendants of those groups in our contemporary context.

**ENGL 268 The Culture of the 1960s**

Spring. 4 credits.

TBA. P. Sawyer.

The 1960s survive today as a quasi-mythical period and as an ongoing debate. Was it a time of dangerous experimentation with drugs, sex, and alternative "lifestyles" on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the Civil Rights movement and the Vietnam War stimulated a passionate critique of the racist and imperialist structure of American society? The course addresses these and other questions about that turbulent decade through a reading of novels, poems, plays, films, journalism, and historical works. Throughout, we will be attentive to ways the 1960s have been converted into nostalgia and otherwise revised by the media. Texts will include *Catch 22*, *The Autobiography of Malcolm X*, *The Armies of the Night*, and *The Electric Kool-Aid Acid Test*, as well as films, music, speeches, and manifestoes.

**ENGL 274 Scottish Literature and Culture**

Spring. 4 credits. Enrollment limited to 20 students.

T R 10:10-11:25. T. Hill and H. Shaw.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves its cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We will focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth and nineteenth centuries. In addition, we will provide something of an introduction to Scottish history and to nonliterary expressions of Scottish culture (such as music and painting). The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature it produced. Some of the texts will be read in Scots, but no familiarity with Scots or earlier English is presumed. Authors studied will include Henryson, Dunbar, Anonymous (the Scottish Ballads), Hume, Burns, Scott, Hogg, Stevenson, and Grassie Gibbon.

The course may be counted toward the English major, but nonmajors are welcome.

**ENGL 275 The American Literary Tradition (also American Studies 275)**

Fall, spring. 3 credits. Recommended for prospective majors in American Studies. This is *not* a Freshman Seminar.

Fall: T R 1:25-2:40. J. Porte. Spring: TBA. B. Maxwell.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

**ENGL 276 Literature in Cold War Culture, 1945-1960 (also American Studies 276)**

Fall. 3 credits.

T R 10:10-11:25. B. Maxwell.

A study of literature in the period of "perpetual crisis and the garrison-prison state" (Harold Lasswell). Themes will include fear, glamour, domestic life, integration, the "white negro," addiction, loyalty, bureaucracy, and the disposition in the United States of the legacies of the Depression and of World War II. Fiction by Nelson Algren, Ann Petry, Saul Bellow, Ralph Ellison, and Jack Kerouac (among others); collateral readings in memoir (Hellman), sociology (Mills), social psychology (Adorno, Erikson), history (Hofstadter), aesthetics (Greenberg), politics (Kennan, Arendt) and self-advertisement (Mailer). Some attention to hop, poetry, painting, film noir, political speeches, stand-up comedy, and magazine culture.

**[ENGL 277 Folklore and Literature]**

4 credits. Not offered 1994-95.]

**ENGL 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, Archaeology 285, Art 372 and NS&E 285)**

3 credits.

See ENGRG 185 for description.

**ENGL 294 Feminist Literary Criticism (also Women's Studies 294)**

Fall. 4 credits. Enrollment limited to 20 students; preference given to English and Women's Studies majors.

T R 10:10-11:25. M. Jacobus.

In this course we will explore the history and contemporary inflections of feminist literary criticism and theory, with an emphasis on close reading of major or classic articles, essays, books, and controversies. We will start by reading Virginia Woolf's *A Room of One's Own* and look at feminist re-readings of Woolf. We will explore notions of a female literary tradition and questions of canonicity, along with tensions between feminist-materialist and psychoanalytic readings. We will look at theories about the role of the body and desire in women's writing drawn from French feminist theory, and psychoanalytic feminist criticism. We will also consider questions involving ethnicity, including recent African-American feminist criticism, and recent gay and lesbian feminist criticism. Texts will include (among others) essays by Judith Butler, Donna Haraway, Julia Kristeva, Shoshana Felman, and Alice Walker, and novels by Maxine Hong Kingston (*Woman Warrior*), Radcliffe Hall (*The Well of Loneliness*), Nella Larsen (*Quicksand*), and Virginia Woolf (*Mrs. Dalloway*). The emphasis will be

on relating the insights of feminist criticism and theory to literary texts so that students can develop their own feminist critical practice. Oral reports, short essays, two longer papers.

**ENGL 295 The Essay in English #**

Spring. 4 credits. Prerequisite: completion of freshman seminar requirement.

TBA. L. Fakundiny.

What is an essay and what is it for? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others raised by Montaigne's *French Essays* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries and its flowering in the periodicals and magazines of the eighteenth and nineteenth centuries. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Temple, Swift, Addison, Steele, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, Irving, and DeQuincey. Essays by earlier writers are matched rhetorically and/or thematically with readings from more recent practitioners of the genre including Dubois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a course for students interested in reading essays and in thinking about how this nonfiction prose genre developed and how it works. No special background in literary history is assumed.

**Courses for Sophomores, Juniors, and Seniors**

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

**ENGL 302 Literature and Theory (also English 702 and Comparative Literature 302 and 702)**

Fall. 4 credits.

M W F 10:10-11:00. J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Barthes, Derrida, Foucault, B. Johnson, J. Rose, and others. No previous knowledge of literary theory is assumed.

**ENGL 308 Icelandic Family Sagas**

Spring. 4 credits. Limited to 30 students.

TBA. T. Hill.

An introduction to the Icelandic family saga—the "native" heroic literary genre of Icelandic tradition. Texts will vary but will normally include the *Prose Edda*, the *Poetic Edda*, *Hrafnkels Saga*, *Njals Saga*, *Laxdaela Saga*, and *Grettirs Saga*. All readings will be in translation.

**[ENGL 310 Old English Literature in Translation #]**

4 credits. Not offered 1994-95.]

**ENGL 311 An Introduction to Early Medieval Archaeology and Culture (also Archaeology 311, English 603) #**

Fall. 4 credits.

M W F 11:15-12:05. R. Farrell.

This course will cover the period 400 to 1100 with England and Ireland the centers of interest. Topics will include the transition from late classical to medieval, the complex cultural relations between England and Ireland, the continent and the northern world. The relationships between documentary and

artifactual evidence will be closely examined. The major written texts will be Tain, *Beowulf*, and Bede's ecclesiastical history. Students will be urged to follow their interests in oral reports and brief research papers. Those taking the course for graduate credit will be expected to engage in a significant research effort. Permission of the instructor required for registration.

**ENGL 319 Chaucer #**

Fall. 4 credits.

M W F 10:10-11:00. R. Farrell.

The course will center on a close reading of the major stories from the *Canterbury Tales*, *Troilus and Criseyde*, and some of the minor works. Students will be given ample opportunity to learn Chaucer's language, so that all dimensions of the poems will be available to them. Prior knowledge of Middle English is neither expected nor required; course participants will be encouraged to follow up their own interests in class reports and papers.

**[ENGL 320 The Sixteenth Century—Tudor Culture #]**

4 credits. Not offered 1994-95.]

**ENGL 321 Spenser and Malory #**

Fall. 4 credits. Limited to 45 students.

M W F 1:25-2:15. C. Kaske.

Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive genius of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance. Informal lecture and discussion. Two papers, no exams.

**ENGL 322 The Seventeenth Century #**

Fall. 4 credits.

M W F 10:10-11:00. B. Adams.

Representative English drama, poetry, and prose from the Jacobean period through the English Revolution. Readings of both major figures (Shakespeare, Donne, Jonson, Marvell, Milton) and minor ones (prophets, radicals, royalists) in the context of historical change and challenges.

**[ENGL 325 The Culture of the Renaissance (also Comparative Literature 362, and History 364) #]**

4 credits. Not offered 1994-95.]

**ENGL 327 Shakespeare #**

Fall. 4 credits.

M W F 11:15-12:05. B. Correll.

A survey of representative Shakespearean drama, treating formal, contextual, and thematic aspects.

**ENGL 329 Milton #**

Spring. 4 credits.

TBA. G. Teskey.

An introduction to the poetry and thought of John Milton.

**ENGL 330 Restoration and Eighteenth-Century Literature #**

Fall. 4 credits.

T R 1:25-2:40. F. Bogel.

Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the authority and fallibility of human knowledge; connections



among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

**[ENGL 333 The Eighteenth-Century English Novel #**

4 credits. Not offered 1994-95.]

**ENGL 336 Contemporary American Theatre (also Theatre Arts 337)**

Fall. 4 credits. Limited to 20 students.

T R 1:25-2:40. J. E. Gainor.

A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color to explore questions of identity and theatrical response to contemporary American culture.

**ENGL 340 The English Romantic Period #**

Fall. 4 credits.

M W F 10:10-11:00. R. Parker.

Readings in various writers from the late 1780s through the 1820s—among them Blake, Burke, Wordsworth, Wollstonecraft, Coleridge, Byron, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but substantial collateral attention also to prose fiction, drama, letters, and criticism. The course will be concerned as much with formal experiments in narrative, lyric, and dramatic representation as with political and cultural contexts in an age of national reform and international revolution.

**[ENGL 345 The Victorian Period #**

4 credits. Not offered 1994-95.]

**[ENGL 346 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, German Studies 351, Psychology 391)**

1 credit. *Students enrolled in this section must be simultaneously enrolled in the Freud lecture course (347/389).* Not offered 1994-95.]

**[ENGL 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, German Studies 347, and Psychology 389)**

3 credits. Not offered 1994-95.]

**ENGL 348 The Female Literary Tradition**

Spring. 4 credits.

TBA. S. Samuels.

A course designed to survey and investigate the notion of a "female literary tradition" in Britain and America from the late eighteenth century to the twentieth century. Among other things, we will ask what it means to consider women's writing—in other words, we will question the premises of the course as we work out ways of reading and interpreting works written by women out of very different historical and political circumstances. Authors may include Mary Wollstonecraft, Hanna Foster, Aphra Behn, Jane Austen, Mary Shelley, Charlotte Bronte, Harriet Beecher Stowe, George Eliot, Willa Cather, Edith Wharton, Virginia Woolf, Jean Rhys, Louise Erdrich, and Toni Morrison.

**ENGL 350 The Early Twentieth Century (to 1914)**

Fall. 4 credits.

T R 10:10-11:25. D. Schwarz.

Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens and others. While the emphasis will be on close reading of individual works we shall place the authors and works within the context of literary and intellectual history. The course will seek to

define the development of literary modernism (mostly but not exclusively in England), and relate literary modernism to other intellectual developments, including those in painting and sculpture, especially the works of Picasso, Rodin and Matisse.

**ENGL 353 Postcolonial Literature**

Spring. 4 credits.

TBA. S. Mohanty.

Topic: Modern Indian Literature and Culture. A survey of twentieth-century literature, film, and other cultural productions from the Indian subcontinent. Our approach will be thematic and historical, and the course will include some works by historians, anthropologists, and social theorists (e.g., Karl Marx, Bipan Chandra, M. N. Srinivas, Romila Thapar). Literary works by Anglophone writers as well as those from various regional traditions such as Hindi, Oriya, Marathi, Bengali, and Tamil (to be read in translation). Texts will be selected in part to represent the variety and diversity of styles, attitudes, and voices that constitute modern "Indian" writing—from R. K. Narayan and Rabindranath Tagore to Nissim Ezekiel and Jayanta Mohapatra, and from Salman Rushdie and Anita Desai to Gopinath Mohanty, Mahasveta Devi, and Agha Shahid Ali. Films and videos will be used to deepen our understanding of emerging cultural trends and social movements. Three short papers (4-6 pp.), and a journal.

**[ENGL 354 The British Modernist Novel**

4 credits. Not offered 1994-95.]

**ENGL 358 Twentieth-Century Experimental Fiction by Women**

Fall. 4 credits.

T R 1:25-2:40. M. Hite.

With only a few exceptions, the works of fiction that we associate with the two great avant-garde movements of the twentieth century, modernism and postmodernism, were written by men. Does this mean that women writers prefer traditional modes of narration or are uneasy with innovation or have some sort of innate or acculturated affinity with realism or naturalism? This seminar will examine the cultural contexts that may bias readers against seeing what is genuinely new and exciting in works by female authors, as well as ways that the works themselves may or may not resemble works by acknowledged experimental writers who are men—the difference that sexual differences may make. Writers include Virginia Woolf, H. D. (Hilda Doolittle), Djuna Barnes, Doris Lessing, Toni Morrison, and Margaret Atwood.

**[ENGL 360 The Esthetes and Their Critics #**

4 credits. Not offered 1994-95.]

**ENGL 361 Early American Literature (also American Studies 361)**

Spring. 4 credits.

TBA. S. Samuels.

American writing from the 1630s to the 1830s, including prose and poetry of the Puritans, Edwards, Franklin, Crèvecoeur, Jefferson, Brockden Brown, Irving, Bryant, Cooper, and the early work of Poe, Hawthorne, and Emerson. This course may be used to fulfill the major requirement of courses in literature before 1800.

**ENGL 362 The American Renaissance (also American Studies 362) #**

Spring. 4 credits.

TBA. J. Bishop.

A course with this title may be expected to include exemplary testimony by Emerson, Thoreau, Whitman, Hawthorne, Melville, and Dickinson. This should leave room for one or two additional texts by such recently rediscovered writers of the period as Margaret Fuller, Harriet Jacobs, or perhaps even Harriet Beecher Stowe.

**ENGL 363 The Age of Realism and Naturalism**

Fall. 4 credits.

T R 10:10-11:25. M. Seltzer.

The literary expression of new attitudes toward American society and culture between the Civil War and the First World War. We will read a sequence of representative instances, chiefly fictional or historical, selected from the work of such authors as Whitman, Twain, Howells, Cable, H. James, W. James, Crane, Wharton, H. Adams, S. O. Jewett, Dreiser, and Cather.

**[ENGL 364 American Literature between the Wars (also American Studies 364)**

4 credits. Not offered 1994-95.]

**[ENGL 365 American Literature since 1945**

Spring. 4 credits. Not offered 1994-95.

TBA. L. Herrin.

This course will alternate with English 364 which surveys American literature between the two world wars. Most of the writers we will study still live and write and change. Consequently, the verdict will not be in. Fiction writers will most likely include Bellow, Nabokov, Barth, Ellison, Welty, John Hawkes, Toni Morrison, and Louise Erdrich. From an anthology of contemporary American poetry we will read Robert Lowell, A. R. Ammons, Sylvia Plath, Gary Snyder, Theodore Roethke, and others. If we have time we will look at the personally engaged journalism of Norman Mailer and Joan Didon. Writers will be chosen who will give us as keen and varied and provocative a view of ourselves as possible.]

**ENGL 366 The Nineteenth-Century American Novel (also American Studies 366)**

Fall. 4 credits. Enrollment limited to 65 students.

T R 2:55-4:10. J. Porte.

A study of the broad range of American fiction in its first flowering, this course will include such major works as Hawthorne's *The Scarlet Letter*, Melville's *Moby-Dick*, Stowe's *Uncle Tom's Cabin*, James's *The Portrait of a Lady*, Twain's *Adventures of Huckleberry Finn*, and Crane's *The Red Badge of Courage*. Time permitting, other authors to be read may include Brockden Brown, Rebecca Rush, James Fenimore Cooper, Harriet Wilson, William Dean Howells, Harold Frederic, and Kate Chopin.

**ENGL 367 The Modern American Novel (up to WW II)**

Fall. 4 credits.

T R 11:40-12:55. H. Spillers.

A reading of some modern American writers of the first half of the twentieth century. Works by Fitzgerald, Faulkner, and others. Lectures with some opportunity for discussion. Emphasis will be on the individual works in their historical contexts.

**ENGL 370 The Nineteenth-Century English Novel #**

Fall. 4 credits.

M W F 1:25-2:15. H. Shaw.

A study of representative works by major British novelists from Austen to Eliot. The course concentrates on how the large panoramic social novels that are the glory of Victorian fiction explore individual psychology and place individuals in social and historical context. These novels helped men and women in the nineteenth century to imagine and confront a range of problems that are still with us today. Yet for all their underlying seriousness, or perhaps because of it, they are full of laughter. Works by Austen, Scott, Dickens, Trollope, and Eliot.

**[ENGL 371 American Poetry to 1950]**  
4 credits. Not offered 1994-95.]**ENGL 372 English Drama to 1700 (also Theatre Arts 372) #**

Fall. 4 credits.

T R 2:55-4:10. S. McMillin.

Major plays and other events in the English theatre, from the medieval craft cycles through the age of Shakespeare to the Restoration period. Writers include Marlowe, Kyd, Shakespeare, Dekker, Jonson, Middleton, Webster, Etherege and Wycherley.

**ENGL 373 English Drama from 1700 to the Present (also Theatre Arts 373)**

Spring. 4 credits.

TBA. S. McMillin.

The modern side of English drama, from the Restoration to contemporary plays. Writers include Behn, Congreve, Dryden, Tate, Sheridan, Shelley, Robertson, Shaw, and Churchill.

**[ENGL 374 Nineteenth-Century American Women Writers (also Women's Studies 374) #**

4 credits. Not offered 1994-95.]

**ENGL 379 Reading Nabokov (also Russian Literature 385 and Comparative Literature 385)**

Fall. 4 credits.

T R 2:55-4:10. M. Scammell.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on two of his splendid achievements as a Russian writer, *The Defense* (1930) and *Invitation to a Beheading* (1934) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation to a Beheading* (1957). Course enrollment will be limited to 25.

**ENGL 381 Reading as Writing**

Fall. 4 credits. Limited to 15 students by permission of the instructor on the basis of writing samples (prose) submitted in advance, preferably during preregistration.

Fall: T R 1:25-2:40. S. Davis.

A course in writing about texts from a range of genres including but not necessarily limited to the epic, the satire, the novel; for English majors or nonmajors who have enjoyed and done well in such courses as English 270-272, 288-289, 388-389 (as well as courses in English, American, and other literatures), and who have an interest in the processes by

which our solitary experiences as readers evolve into written commentary accessible to the understanding and judgment of others. The course emphasizes close readings as the initial stage of an interpretive continuum that culminates in essays about individual texts. Students should be prepared to read a small group of works attentively and repeatedly, to present their readings to the class both orally and in writing and, by means of these activities, to develop a portfolio of well-crafted prose for final submission at the end of term.

**ENGL 382-383 Narrative Writing**

Fall, 382; spring, 383. 4 credits each term.

Each section limited to 15 students. Students are encouraged to take English 280 or 281.

Prerequisite: permission of instructor, normally on the basis of a manuscript.

382 Fall: M W 11:15-12:05. S. Vaughn;

M W 2:30-3:20. M. McCoy; T 2:30-4:25,

R. Morgan; plus conferences to be

arranged. 383 Spring: TBA,

D. McCall; TBA, Staff; TBA. M. Koch.

The writing of fiction; study of models; analysis of students' work.

**ENGL 384-385 Verse Writing**

Fall or summer, 384; spring, 385. 4 credits

each term. Each section limited to 15 students. Prerequisites: English 280 or 281 and permission of instructor.

384 Fall: M W, A. Ammons; M W

2:30-4:25, R. Morgan; M W 9:05-9:55,

J. Gladding; M 2:30-4:25. P. Janowitz.

385 Spring: TBA, P. Janowitz; TBA,

K. McClane; TBA, Staff.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

**ENGL 386 Philosophic Fictions**

Spring. 4 credits. Permission of the instructor.

Students wishing to enter the course should furnish the instructor with a writing sample before the start of the term.

TBA. S. Davis.

"Fictions"—of voice, audience, plot, point of view, figurative language, and thought—abound in all good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and issues they raise, and experiment with writing in similar forms. The "fictions" read and written in this course are not conventional realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, answer questions, or involve readers in pleasingly or disturbingly insoluble problems. Readings will include such works as Plato's *Gorgias*, Swift's "Modest Proposal," Voltaire's *Candide*, Carroll's *Alice* books, short fictions by Borges and Octavia Butler, essays by Richard Rorty and Anthony Appiah, selections from Wittgenstein's *Philosophical Investigations*, and Stoppard's *Dog's Hamlet*, *Cabaret*, *Macbeth*.

**ENGL 387 Autobiography: Theory and Practice**

Spring. 4 credits.

TBA. A. Boehm.

In this nonfiction prose-writing seminar we explicate canonical autobiographies as models of rhetoric to be imitated in weekly writing assignments.

**[ENGL 388[389] The Art of the Essay]**

Fall. 4 credits. Limited to 15 students. Not offered 1994-95.]

**ENGL 390 Black Autobiography**

Fall. 4 credits. Not offered 1994-95.

T R 1:25-2:40. H. Mullen.

How does autobiographical writing influence cultural constructions of black identity? How do cultural constructions of black identity shape the writing of black autobiography? How do writers negotiate between individual and collective identities? What is the relation of nineteenth and early twentieth century slave narrative, spiritual narratives, and other autobiographical writings to contemporary black autobiographies? What narrative conventions and tropes recur in the tradition of black autobiographical writing? Discussions will focus on these and other questions as they relate to autobiographers from Frederick Douglass and Harriet Jacobs to Lorene Cary and Jake Lamar.]

**ENGL 395 Video: Art, Theory, Politics (also Theatre Arts 395)**

Fall. 4 credits.

T R 11:40-12:55. T. Murray.

The course will offer an overview of video art and alternative documentary video (which often incorporates styles of "video art") over roughly the past twenty-five years. It will analyze three historical phases of video:

1) the development of video from its earliest turn away from television; 2) video's relation to performance art and installation; 3) video's return to television through cable and its incorporation in film through experiments in technology. Screenings will include early political and feminist video, (from Ant Farm, Chip Lord, Martha Rosier, Joan Jonas, Lynn Herschman, and Paper Tiger TV, etc.), conceptual video of the 80's and 90's (Woody Vasulka, Thierry Kuntzel, Mary Lucier, Bill Viola, Gary Hill, Steve Fagin, etc.), and gay and multicultural video of the 90's (Muntadas, Juan Downey, the Yonemotos, Jerry Tartaglia, Gregg Bordowitz, Richard Fung, Pratibha Parmar, Marlon Riggs, etc.). Secondary theoretical readings on postmodernism, video theory, multiculturalism, and documentary will provide students with a cultural and political context for the discussion of video style, dissemination, and reception. Lab fee.

**Courses for Advanced Undergraduates**

Enrollment in courses at the 400 level is generally limited by prerequisite or permission of the instructor.

**ENGL 401 Community as Metaphor: Orality in American Indian Cultures (also ENGL 601 and Society for the Humanities 410)**

Fall. 4 credits. Limited to 17 students.

W 2:30-4:25. K. Shanley.

Although this seminar will focus on American Indian oral traditions and literatures, we will also discuss American ethnopoetics, including a brief exploration of the expressive materials from other American cultural groups—Appalachian, African American, etc. Readings of primary materials will range in form and subject from treaties and other contractual documents to contemporary poetry. Readings in secondary sources will include recent theoretical works on community, how it is constituted, defined, and perpetuated; we will also discuss American values regarding competitiveness. Central to our study will also be the question of how language is experi-

enced in the body and what social values therefore emerge with oral performance. What pulls together these topics—oral literature, biological function, community, competitiveness, and textual artifacts such as treaties or poetry—is our effort to understand how individuals and communities metaphorize their wholeness and interconnectedness. Students will be expected to participate in discussion and to work cooperatively in groups, in addition to doing the assigned written work.

**ENGL 402 Literature as Moral Inquiry**  
Fall. 4 credits.

T R 2:55–4:10. S. Mohanty.  
What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We will read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, Nietzsche, and Rawls. We will also read classic works like the Bhagavad Gita and recent works in feminist ethical theory. Our attempt will be to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, James's *Portrait of a Lady*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, Achebe's *Things Fall Apart*, and Handke's *The Left-Handed Woman*. Other writers we will most probably read include Nadine Gordimer, Doris Lessing, Salman Rushdie, and Kazuo Ishiguro. The emphasis will be on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

**ENGL 404 History into Fiction: Nazis and the Literary Imagination (also Comparative Literature 404, and German Studies 414)**

Fall. 4 credits. By permission of instructor.  
T R 11:40–12:55. E. Rosenberg.  
The twelve years of Hitler's rule remain the most critical, "longest" years of the century. We shall read some seven or eight texts by Anglophone and Continental novelists (and a few playwrights and poets) that explore salient features of the regime: Weimar and Hitler's rise to power (e.g., Mann's "Mario and the Magician," "Disorder and Early Suffering," Brecht's *Arturo Ui*, Faulkner's "Percy Grimm," Isherwood's *Goodbye to Berlin*); civilian life in Nazi Germany (Brecht's "Jewish Wife" and other one-act plays, Grass's *Tin Drum*); World War II and the Occupation of Europe (Camus's *The Plague*, Böll's short fiction, Anne Frank's *Diary*); the persecution of European Jews and the genocide (e.g., Sartre's "Childhood of a Leader," Weiss's *Investigation*, Borowski's *This Way for the Gas*, Spiegelman's *Maus I* or *Maus II*); lyrics by Celan, Nelly Sachs, Anthony Hecht. Brief ancillary selections by historians and memorialists (Arendt, Primo Levi, Bettelheim, Anne Frank); uses of documentary materials. Two papers; no exam. Limited enrollment.

**[ENGL 405 The Politics of Contemporary Criticism]**

4 credits. Limited to 15 students. Open only to undergraduates. Prerequisites: permission of instructor. Background in literary studies will be expected, but no training in critical theory will be presumed. Not offered 1994–95.]

**[ENGL 407 Constructions of African American Heroism]**

4 credits. Not offered 1994–95.]

**ENGL 408 Poetry of the 1990s (also Comparative Literature 472)**

Fall. 4 credits.

W 10:10–12:05. J. Monroe.  
Where is poetry now? Where is it heading as we move toward the twenty-first century? What is its current situation in light of the historic changes that have occurred over the past several years? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries, a time of renewal and redefinition, we'll track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including literary journals, general-circulation magazines, anthologies, and non-print media, as well as individual poetry collections.

**ENGL 411 Introduction to Old English (also English 611)**

Fall. 4 credits.

M W F 12:20–1:10. T. Hill.  
This course will provide participants an understanding of the earliest English language and literature. No previous work in Old or Middle English is expected or required. Knowledge of the base and matrix of English will provide students with a new perspective on all aspects of English language and literature.

**ENGL 412 Beowulf (also English 612) #**

Spring. 4 credits.

TBA. A. Galloway.  
A close reading of *Beowulf*. Attention will be given to relevant literary, cultural, and linguistic issues. One semester's study, or the equivalent, of Old English is a prerequisite.

**[ENGL 413 Middle English (also English 614) #]**

4 credits. Not offered 1994–95.]

**[ENGL 421 Spenser (also English 620)]**

4 credits. Not offered 1994–95.]

**[ENGL 423 Seventeenth-Century Lyric #]**

4 credits. Not offered 1994–95.]

**[ENGL 424 Lyric Sequences (also English 624) #]**

4 credits. Not offered 1994–95.]

**ENGL 427 Studies in Shakespeare**

Fall and spring. 4 credits.

Fall: M W F 2:30–3:20. C. Levy.  
Fall: Courtesy, Romance, and Shakespearean History  
A study of themes and patterns in Shakespeare's later history plays (*Richard II*, Parts I and II of *Henry IV*, and *Henry V*) in the perspective afforded particularly by Castiglione's *Book of the Courtier*, Elyot's *The Governour*, A Mirror for Magistrates, and Sidney's *The Countesse of Pembroke's Arcadia*. Among topics to be explored are growth, responsibility, play, order, and community. Two short papers and a term-paper of about

ten pages. Each student will conduct class discussion on topics he or she has explored for two of those papers and on at least one other topic. No final examination.

Spring: TBA. B. Adams.

Spring: Shakespeare and His Contemporaries  
Intensive study of four or five Shakespeare's plays along with comparable works by major dramatists of the Elizabethan and Jacobean periods, such as Christopher Marlowe, Thomas Kyd, John Marston, Ben Jonson, John Webster, John Fletcher, Thomas Middleton, and Cyril Tourneur.

**ENGL 429 Readings in the New Testament (also Comparative Literature 429, NES 429, and Religious Studies 429) #**

Fall. 4 credits.

M W F 12:20–1:10. J. Bishop.  
Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1993 will be on Mark, John, and the Johannine letters. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

**ENGL 431 Scenes of Female Enlightenment**

Spring. 4 credits.

TBA. M. Jacobus.

In this course we will explore the ways in which Enlightenment thinking about women and women's own concern with their rights and education during the late eighteenth century intersects with an inquiry into femininity itself. How did the focus on sentimentality limit, shape, or enable emancipatory feminist discourse? Starting with Rousseau's *Nouvelle Eloise* and *Emile*, we will trace the influence of Rousseau on a variety of eighteenth-century sentimental and educational writers, including Saint-Pierre (*Paul and Virginia*), Edgeworth (*Belinda*), and Wollstonecraft (*Vindication of the Rights of Women*). If available, we will also read selections from the women educationalists of the period, such as Mrs. Macaulay and Hannah More. Alongside novels of feminist protest by Wollstonecraft (*The Wrongs of Woman*) and Mary Hays (*Memoirs of Emma Courtenay*), we will explore other mother-daughter novels of the 1790s by Inchbald (*A Simple Story*) and Opie (*Adeline Mowbray*). As well as reading Diderot's *The Nun* and de Sade's *Justine*—works of the French Enlightenment and libertine Revolution, respectively—we will read Radcliffe's *Romance of the Forest* and *Mysteries of Udolpho* as the site of the gothic construction of female "enlightenment." Selected novels by Austen (*Persuasion* and *Mansfield Park*), and Burney (*The Wanderer*) will extend the course into the early nineteenth-century novel for a retrospective view of the feminist "Enlightenment" of the Revolutionary period.

**[ENGL 434 Special Topics in Eighteenth-Century Literature: Empire and Literature in the Eighteenth Century]**

4 credits. Not offered 1994–95.]

**[ENGL 435 The Victorian and Edwardian Theatre (also Theatre Arts 435)]**  
4 credits. Not offered 1994-95.]

**ENGL 437 Fictions of Apartheid and Modes of Liberalism @**  
Spring. 4 credits.  
TBA. B. Jeyifo.

This course involves a study of selected works of four major contemporary white South African authors: Athol Fugard, Nadine Gordimer, Breyten Breytenbach, and J. M. Coetzee. The genres include drama, fiction, and the essay. Issues examined include modernity and Apartheid, constructions and deconstructions of racialized identity, ideological interpellations of the subject by juridical and cultural texts, revolutionary optimism and philosophical pessimism.

**ENGL 438 Libertines and License (also French Literature 474)**  
Spring. 4 credits.  
R. Parker.

The course will chart the progress of the libertine chiefly through a number of eighteenth- and early nineteenth-century English and French plays, novels, poems, and graphic works, with particular interest in the aesthetic conventions and cultural contexts for representing intellectual, political, social, and erotic excess and transgression. Works (in translation where appropriate) by such writers as Molière, Richardson, Hogarth, Diderot, Schiller, Sade, "Monk" Lewis, Blake, Coleridge, Hoffman, and Byron.

**ENGL 439 Austen and the Eighteenth Century**  
Spring. 4 credits. Limited to 20 students.  
TBA. H. Shaw.

This course will give students the opportunity to read and discuss nearly all of Jane Austen's fiction, as well as works by writers who influenced her. Austen's novels draw deftly on eighteenth-century thought and literature; exploring these links should enrich our experience of Austen's wit and art.

Although this course may be used to fulfill the major requirement of courses before 1800, it is not limited to English majors.

**[ENGL 441 The British Romantic Novel]**  
4 credits. Not offered 1994-95.]

**ENGL 442 Testimonial Narratives: U.S. Latinos at War (also Hispanic American Studies 442 and Spanish Literature 494)**  
Spring. 4 credits.  
TBA. B. V. Olguín.

This course examines multi-media representations of U.S. Latinos at war in contexts that range from their roles in foreign conflicts as "U.S. Government Issue Personnel" (G.I.'s), to their emergence as nationalist and internationalist cadre in wars of national liberation. The texts examined include memoirs, testimonial narratives, testimonial fiction, narrative poetry, drama, feature and documentary film, and also various aural vernacular texts from corridos to rap. Students will consider the broader implications of the dramatic ruptures manifested by and represented in the cultural production associated with warfare, where hegemonic notions of aesthetics and subjectivity, nation and nationality, as well as identity and ideology are called into question.

**[ENGL 443 The Dandy in London and Dublin #]**  
4 credits. Not offered 1994-95.]

**[ENGL 445 Nineteenth-Century Women's Fiction]**  
4 credits. Not offered 1994-95.]

**[ENGL 446 Victorian Poetry]**  
4 credits. Not offered 1994-95.]

**ENGL 447 Fictionalized Biography and the Representation of the Homoerotic (also S Hum 423)**  
Fall. 3 credits. Limited to 17 students.  
M 2:30-4:25. R. Vanita.

This course will examine how in the late nineteenth and early twentieth centuries, the genre of the "portrait" or fictionalized biography develops as a respectable way of talking about homosexuality. Such texts often allude to earlier canonical texts, and use encoded tropes, constructing a tradition that legitimizes their preoccupations.

**ENGL 448 The American Short Story**  
Spring. 4 credits.  
TBA. R. Morgan.

A seminar exploring the origins of the modern short story in the magazines and newspapers of the late eighteenth century and early nineteenth century, and the evolution of the form through the work of Irving, Poe, Hawthorne, Melville, Twain, James, Jewett, and others to twentieth-century examples. I would like to consider the larger background of the short narrative in the work of Boccaccio and later European authors, as well as the impact of history and popular media on the contemporary short story. Students will write both critical papers and works of fiction.

**ENGL 450 The History of the Book**  
Spring. 4 credits. Limited to 20 students.  
Prerequisite: permission of the instructor.  
TBA. D. Eddy.

A study of the physical aspect of books printed during the last six centuries. Included are papermaking, typography and printing, bookbinding, and the history of book illustrations; the transmission of texts and bibliographical descriptions of hand-printed and modern trade books. Above all, this is the study of the book as a work of art.

**ENGL 454 Theatre and Society (also Theat 434)**

Fall. 4 credits. Prerequisite: permission of instructor or some work in theatre history or dramatic literature at the 300 level.

W 10:10-12:05. M. Hays.  
Staging the End of the Century: reflections on American life in the works of Tony Kushner, Anna Smith, Jose Rivera, Paula Vogel, Richard Greenberg, and others.

**ENGL 460 Social Relations: American History and Female Sexuality (also ENGL 605 and Society for the Humanities 416)**

Spring. 4 credits.  
T 2:30-4:25. Lois Brown.

In this course we will study depictions of female sexuality in nineteenth- and twentieth-century American literature. As we explore a range of white and African-American novels, we will examine the ways in which women's bodies are transformed into symbols of protest and incorporated into national debates such as those about slavery and suffrage. We will discuss the influence of race on notions of purity, chastity, virtue, romance, and sin and debate the ways in which rape, incest,

motherhood, and marriage become allegories of American women's historical experiences and goals. In addition, we will explore the ways in which class, race, and political identity determine sexual tragedy or triumph and who becomes "other" based on their sexual legacy.

**[ENGL 462 The Scarlet Letter and American Literature]**  
4 credits. Not offered 1994-95.]

**[ENGL 464 Black Women Writers]**  
4 credits. Not offered 1994-95.]

**[ENGL 467 Culture and Technology]**  
4 credits. Not offered 1994-95.]

**[ENGL 468 James Baldwin (also English 686)]**  
4 credits. Not offered 1994-95.]

**[ENGL 469 William Faulkner]**  
4 credits. Not offered 1994-95.]

**ENGL 470 Studies in the Novel**  
Fall and spring. 4 credits. Limited to 15 students, juniors and seniors only.  
Fall: Hawthorne, Melville, and James

T R 1:25-2:40. D. McCall.  
Hawthorne, Melville, and James: the major texts.

Spring: Virginia Woolf  
TBA. M. Hite.

This seminar will consider six major novels—*Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *The Years* (along with Woolf's unfinished novel/essay *The Pargiters*), and *Between the Acts*—as well as *A Room of One's Own*, *Three Guineas*, and a selection of the shorter essays. We will also look at relevant material from the diaries and occasionally from the letters. Class members will give at least two presentations over the course of the semester and will be expected to participate regularly in discussions. Some short in-class writings, two major papers (10-15 pages).

**ENGL 471 American Indian Women's Literature**

Spring. 4 credits.

TBA. K. Shanley.  
From Pocahontas to Shakes a Fist in *Dances with Wolves*, depictions of American Indian women rarely present their points of view. Through a variety of genres—short fiction, autobiographies, poetry, and oral histories—we will listen to the voices of American Indian women; we will listen for their aesthetic and cultural values, as those values reflect Indian history in general, tribal histories and values, and their individual life stories. We will begin with works from or about nineteenth-century life and proceed to an examination of works by such well-known Indian women writers as Beth Brant, Louise Erdrich, Leslie Silko, and Joy Harjo. We will explore questions such as: How does the image of Pocahontas affect the representation of other Indian women? Who are American Indian women activists, and have they written of their lives? What is the relationship between the women in myths and legends and women in the real world? The student's grade will be based on two formal papers and a number of informal writing assignments and reports.

**ENGL 472 Irish Culture: 1700-1921**  
Spring. 4 credits.

TBA. S. Siegel.  
Readings will include documents in the history of Anglo-Irish relations; graphic and verbal portraits of Ireland and her inhabitants; the theater in Dublin from Smock-Alley to the



Abbey. Texts will include deTocqueville, Renan, Froude; *The Nation*, *The Gentleman's Magazine*, and *Punch*; the Sheridans, Swift, and Wilde. Examination will be by short seminar reports and two short or one long paper.

**[ENGL 473 Through the Thirties: African American Literature, 1900-1939]**  
4 credits. Not offered 1994-95.]

**[ENGL 474 African American Poetry since 1940]**  
4 credits. Not offered 1994-95.]

**[ENGL 477 Children's Literature]**  
Fall. 4 credits. Not offered 1994-95.]

**[ENGL 478 Self and Nation in Asian American Literature (also Asian American Studies 478)]**  
4 credits. Not offered 1994-95.]

**[ENGL 479 Jewish-American Writing (also Jewish Studies 478, American Studies 479)]**  
4 credits. Not offered 1994-95.]

**ENGL 480-481 Seminar in Writing**  
Fall and spring. 4 credits. Each section limited to 15 students. Students are encouraged to take English 280 or 281 and at least one 300-level writing course. Prerequisite: permission of instructor, normally on the basis of a manuscript.

480 Fall: W 2:30-4:25, M. McCoy; M W 12:20-1:10. S. Vaughn.

481 Spring: TBA, R. Morgan; TBA, S. Vaughn.

Intended for those writers who have already gained a basic mastery of technique. Although English 480 is not a prerequisite for 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

**ENGL 484 The Echo of Tradition: Modernists and Their Sources**  
Fall. 4 credits.

M 7:30-9:30. S. Siegel.

T. S. Eliot's *Waste Land* and Dante; Joyce's *Ulysses* and Homer; Virginia Woolf's *Mrs. Dalloway* and Shakespeare: this course in these exemplary "modernist" texts will consider as well the tradition that inspired them, and through carefully selected passages from "classic" texts, some of the sources they quote, echo, and revise.

**ENGL 485 American Modernist Writing**  
Spring. 4 credits.

TBA. J. Porte.

A study of writing by American authors from about 1900 to 1930. Special attention will be paid to developing theories of Modernism, as well as to cultural issues in a specifically American context. Authors to be studied include Gertrude Stein, Ezra Pound, T. S. Eliot, Wallace Stevens, William Carlos Williams, Hemingway, Fitzgerald, Faulkner, Hart Crane, Marianne Moore, and Willa Cather.

**ENGL 487 Script Writing**  
Fall. 4 credits. Limited to 15 students. Prerequisite: English 280 or 281 and at least one 300-level writing course in any genre. Permission of the instructor, on the basis of manuscripts—poetry, fiction, first-

person essay, or dramatic script. Preference given to preregistered students, but preregistration is not a guarantee of admission to the course.

M W F 1:25-2:15. C. Harrison.

**Topic for fall 1994: Scripts for the Voice**  
The emphasis of the course in fall 1994 will be the radio play. Readings/listenings for the course will include works by poets, novelists, film makers, and playwrights written for radio between the 1930s and the present. Monday and Wednesday classes will be devoted to workshops addressed to student manuscripts and/or to discussions of professional work. Fridays will be devoted to conferences and/or to audio (or occasionally) video events. Minimum writing requirement: 50 pages.

**ENGL 488 Images of Resistance in African American Literature (also ENGL 602 and Society for the Humanities 403)**

Fall. 4 credits. Limited to 17 students.

R 2:30-4:25. L. Brown.

In this course we will explore a number of writings and films for their interpretations of various nineteenth- and twentieth-century African American struggles. We will discuss the re-readings and re-presentations of slave revolts, consider the politics of sexual empowerment, seek out the differences in individual and collective acts of rebellion and self-defense. We will also analyze the narrative strategies and postures that authors employ as they consider the necessities and dangers of separatism, heroism, emancipation and violence. Primary materials may include poetry by James Monroe Whitfield, Countee Cullen and Paul Laurence Dunbar, Toni Cade Bambara's *The Salt Eaters*, David Bradley's *The Chaneysville Incident*, Octavia Butler's *Kindred*, Anne Moody's *Coming of Age in Mississippi*, Toni Morrison's *Beloved*, William Stryker's *Confessions of Nat Turner*, David Walker's *Walker's Appeal*, and Sherley Anne Williams' *Dessa Rose*. By permission of instructor only.

**ENGL 491 Honors Seminar I**

Fall. 4 credits.

**Section 1. Renaissance Texts: Power and Identity**

M 2:00-4:25. B. Correll.

Study of a lively body of Renaissance cultural texts, critically focused on questions of subject formation and changing relations of power in the early modern period.

**Section 2. Mary Wollstonecraft and Mary Shelley (also Women's Studies 491)**

T R 1:25-2:40. M. Jacobus.

In this seminar we will focus on the writings and the autobiographical and biographical constructions of two famous women who were mother and daughter. We will read Mary Wollstonecraft's major writings of the 1780s and 1790s, beginning with her novel, *Mary*, and *Thoughts on the Education of Daughters*, before taking on her first *Vindication (of the Rights of Men)* and the feminist *Vindication of the Rights of Women*. We will also read her political writings about the French Revolution, her travel book, *Letters written during a short residence in Sweden, Norway, and Denmark*, and her unfinished novel, *The Wrongs of Women*, as well as selections from her letters and Godwin's *Memoir of the Author of the Rights of Woman*. In the second part of the course, we will read Mary Shelley's writing, starting with her early *History of a Six Week's Tour* and *Frankenstein; or, the Modern Prometheus*. We will also read

some of her later novels, including *Valperga*, *The Last Man*, and *Perkin Warbeck*, as well as her novel about incest, *Mathilda*, along with selections from her letters and *Journals*. Alongside the primary texts, the seminar will include readings that situate both Mary Wollstonecraft and Mary Shelley in relation to feminist theory and criticism as well as the Romantic movement. You will be expected to contribute an oral report, short papers, and a final longer paper.

**ENGL 492 Honors Seminar II**  
Spring. 4 credits.

**Section 1. Reading Joyce's *Ulysses***

TBA. D. Schwarz.

A thorough, episode-by-episode study of the art of meaning of Joyce's *Ulysses*. We will explore the relationship between it and the other experiments in modernism and show how *Ulysses* redefines the concepts of epic and hero. We will also view *Ulysses* to address major issues in literary study and to test various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts and help them define their own critical positions as they plan their senior honors theses.

**Section 2. On Minority Discourses**

TBA. H. Spillers.

During the late 1980s, Professor Jan Abdul Muhammed and David Lloyd, editors of *Cultural Critique*, devoted an entire issue of the journal to a problem that they named "minority discourse." All the essays in this volume, which became a text of the same name, examined a range of questions that converged on this problematic. Even though it is fair to say that "minority discourse" existed before it was called such, as the institutional loci of "area" studies, modeled on "women and gender," "African-American literature and culture," and the post-colonial context, given impetus by Edward Said's *Orientalism* (1978), the editors' designation not only clinched a new reality of the curriculum, but made its combined site an occasion for systematic inquiry and theorization: 1) What is the "minority" component in this discourse, and how is it positioned in relationship to a "cultural dominant," as the formulation implies? 2) What is the relationship between the "fields" that constitute "minority discourse"—in what ways to they contrast and differ, as well as overlap? 3) How does "race" figure into the mix? 4) What do we gain by seeing a sociopolitical problematic in light of discourse theory, or discursivity, which comes to focus on language and *position in discourse*? The series of questions raised by the journal issue linked parallel studies as intertextual components of a post-modernist, post-colonial paradigm.

This course is designed to examine in some detail the positions taken by the essayists in "minority discourse" and to try to decide on their bases what further problems of the cultural critique might be anticipated. In addition to this text, we will examine a number of other critical positions articulated by theorists of the new area studies—Chicano/Chicana; Asian-American; African-American; post-colonial. Edward Said's *Orientalism* and his more recent *Culture and Imperialism* will be among the key texts, as well as the work of Gloria Anzaldúa, Gayatri Spivak, the Subaltern Group, and Trinh Minh-ha, among others, who have offered significant theoretical advances on the subject.

### Section 3. Problems in the Novel: Murder and Crime-Writing

Spring. 4 credits. Limited to 15 students.

TBA. M. Seltzer.

An investigation of the representation of murder across a range of novels, non-fictional accounts, and film. Focus on turn-of-the-century and recent materials.

### ENGL 493 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.

Staff.

### ENGL 494 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.

Staff.

### ENGL 495 Independent Study

Fall or spring. 2-4 credits. Prerequisites: Permission of departmental adviser and director of undergraduate studies.

Staff.

## Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

### Graduate English Courses 1994-95

#### Fall

### ENGL 600 Colloquium for Entering Students

T. Murray.

### ENGL 601 Community as Metaphor: Orality in American Indian Culture (also ENGL 401 and Society for the Humanities 410)

K. Shanley.

### ENGL 602 Images of Resistance in African American Literature (also ENGL 488 and Society for the Humanities 416)

Lois Brown.

### ENGL 603 Medieval Archaeology and Literature (also ENGL 311 and Archaeology 311)

R. Farrell.

### ENGL 611 Old English (also English 411)

T. Hill.

### ENGL 615 *Piers Plowman*

T. Hill.

### ENGL 628 Elizabethan and Jacobean Drama

S. McMillin.

### ENGL 630 Aesthetics in the Eighteenth Century

N. Saccamano.

### ENGL 634 The Feminization of Ideology in the Eighteenth Century

Laura Brown.

### ENGL 643 Writers of the Revolution

R. Parker.

### ENGL 650 The Modern British Novel: Colonialism and the Decline of the Empire

D. Schwarz.

### ENGL 651 Comic Irish Drama: Wilde, Shaw, Synge

S. Siegel.

### ENGL 666 The Crowd/the Mass/the Public

M. Seltzer.

### ENGL 684 Black Male Writers: Wright, Ellison, Baldwin, and David Bradley

H. Spillers.

### ENGL 694 Marxism and Post-Colonial Discourse

B. Jeyifo.

### ENGL 702 Literature and Theory

J. Culler.

### ENGL 780.1 MFA Seminar: Poetry

P. Janowitz.

### ENGL 780.2 MFA Seminar: Fiction

D. McCall.

#### Spring

### ENGL 605 Social Relations: American History and Female Sexuality (also ENGL 460 and Society for the Humanities 416)

Lois Brown.

### ENGL 612 *Beowulf* (also ENGL 412)

A. Galloway.

### ENGL 619 Chaucer

W. Wetherbee.

### ENGL 623 *Faerie Queene*

G. Teskey.

### ENGL 633 Studies in the Eighteenth Century

F. Bogel.

### ENGL 636 *Clarissa* to *Mansfield Park*

H. Shaw.

### ENGL 647 Romantic Narratives and Ideology

C. Chase.

### ENGL 660 American Fiction: The Civil War to WWI

J. Porte.

### ENGL 664 Cultures of American Poetry

R. Gilbert.

### ENGL 681 Mouth Music

D. Fried.

### ENGL 689 Asian American Literature

S. Wong.

### ENGL 692 The Politics of Knowledge and Interpretation

S. Mohanty.

### ENGL 693 The Object and the Subject: Klein, Kristeva, and Since

M. Jacobus.

### ENGL 721 Baroque Perspectives: The Return of Theory in the Seventeenth Century

T. Murray.

### ENGL 759 Virginia Woolf

M. Hite.

### ENGL 781.1 MFA Seminar: Poetry

A. Ammons.

### ENGL 781.2 MFA Seminar: Fiction

L. Herrin.

### ENGL 785 Reading for Writers

M. McCoy.

## FILM

See listings under Department of Theatre Arts.

## FRENCH LANGUAGE AND LINGUISTICS

See Department of Modern Languages and Linguistics.

## FRENCH LITERATURE

See Department of Romance Studies.

## FRESHMAN WRITING SEMINARS

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see p. 527 and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

## GEOLOGICAL SCIENCES

B. L. Isacks, chair; A. L. Bloom, director of undergraduate studies; R. W. Allmendinger, K. Attoh, M. Barazangi, W. A. Bassett, J. M. Bird, A. L. Bloom, L. D. Brown, L. M. Cathles, J. L. Cisne, T. E. Jordan, D. E. Karig, R. W. Kay, S. Mahlburg Kay, F. H. T. Rhodes, W. B. Travers, D. L. Turcotte, W. M. White

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences (B.A. degree) and the College of Engineering (B.S. degree). Currently, most of the undergraduate majors are in the College of Arts and Sciences. There are nineteen faculty members, including Cornell's president.

We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policy makers and ordinary citizens. Because the human need to understand the earth is so pervasive, we provide our students with a broad and solid minimal set of required courses plus room to explore more specialized topics with well-chosen electives within and outside the department.

Studies of the earth are becoming increasingly focused on environmental applications. Department faculty members collaborate in research and teaching with faculty from Civil and Environmental Engineering (soil and rock mechanics, hydrology), Materials Science, Agricultural Engineering, Soil, Crop, and Atmospheric Sciences, Biological Sciences, and many others. Students who major in geology are urged to take courses to broaden their experience in other sciences, engineering, and mathematics. To develop observational skills, geology majors attend a summer field camp, usually during the summer following their junior year.

In addition to course work, students learn by involvement in research projects. Facilities include equipment for processing seismic signals and digital images of the earth's surface, isotopic analytical instruments, and extensive libraries of earthquake records, satellite images, and exploration seismic records. High-pressure, high-temperature mineral physics research uses the diamond anvil cell and the Cornell High Energy Synchrotron Source (CHESS).

Employment opportunities include environmental sciences (groundwater management, waste disposal), resource development (petroleum and minerals), public policy, education, and research. Undergraduates have served as field assistants for faculty members and graduate students who work in Greenland, British Columbia, the Aleutian Islands, Scotland, Switzerland, the South Pacific, Barbados, and South America. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

## The Major

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two two-semester sequences, Mathematics 111–112 or 191–192 and Physics 207–208 or 112–213, or their equivalents, and a semester course in chemistry, such as Chemistry 207 or 211. Geological Sciences 101, 103, 111, 201, or 202 followed by 102, 104, or 206 are strongly recommended, but a student with a strong foundation in mathematics and science may be accepted as a major without completion of an introductory sequence.

Majors take Geological Sciences 210 and 214 (which collectively equal 1 course credit), the five 300-level core courses in geological sciences, a summer field geology course, 6 credits of additional course work from geological sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science, or an intermediate-level course in biological science, mathematics, chemistry, or physics. Seniors are encouraged to undertake a research project or honors thesis.

### Core Courses

#### GEOL 326 Structural Geology

#### GEOL 355 Mineralogy

#### GEOL 356 Petrology and Geochemistry

#### GEOL 375 Sedimentology and Stratigraphy

#### GEOL 388 Geophysics and Geotectonics

Prospective majors should consult one of the following departmental major advisers—W. A. Bassett, A. L. Bloom, L. M. Cathles, J. L. Cisne, D. E. Karig, or B. L. Isacks—as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in geology also may be of particular interest to students of chemistry, biology, ecology, and physics. Students are encouraged to inquire about courses that interest them at the department office in Snee Hall.

**Honors.** An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average and a cumulative average of 3.5 in the major and complete an honors thesis (Geological Sciences 490). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

## Courses

For complete course descriptions, see the Geological Sciences listing in the College of Engineering section.

#### GEOL 101 Introductory Geological Sciences

Fall, spring. 3 credits.

2 lecs, 1 lab, field trips, evening exams in the fall term.

#### GEOL 102 Evolution of the Earth and Life (Bio S 170)

Spring. 3 credits. GEOL 101 recommended.

2 lecs, 1 lab, field trips, weekly quizzes, no midterm.

#### GEOL 103 Introductory Geology in the Field

Fall. 3 credits. Limited to 35 students.

1 lec, 1 lab or field trip, 1 rec.

#### GEOL 104 Introduction to Oceanography (also Bio S 154)

Spring. 3 credits.

Two lecs, one lab, evening exams.

#### GEOL 105 Writing on Rocks (Freshman Seminar)

Fall. 3 credits.

J. J. Chiment.

See freshman seminar handbook for description.

#### GEOL 108 Frontiers of Geology

Spring. 1 credit. May be taken concurrently with or after GEOL 101, 102, 103, 104, 111, 201, 202, or 206.

1 lec.

#### GEOL 109 Dinosaurs

Fall. 1 credit.

1 lec.

#### [GEOL 111 To Know the Earth

Fall. 3 credits. Not offered 1994–95.

2 lecs, 1 lab, and field trips.]

#### GEOL 122 Earthquake! (also ENGRI 122)

Fall. 3 credits.

2 lecs, 1 lab.

#### GEOL 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201)

Spring. 3 credits. Prerequisites: Mathematics 191 and Physics 112.

2 lecs, 1 rec, 1 lab or field trip.

#### GEOL 202 Environmental Geology

Spring. 3 credits.

2 lecs, 1 rec, lab, or field trip.

#### GEOL 204 Hydrology and the Environment (also SCAS 371 and ABEN 371)

Spring. 3 credits. Prerequisite: 1 course in calculus.

#### GEOL 206 Geologic Perspective on Climate Changes

Spring. 3 credits.

3 lecs.

#### GEOL 210 Introduction to Field Methods in Geological Sciences

Fall. 2 credits. Prerequisite: GEOL 101.

Weekly field sessions. A weekend field trip.

#### GEOL 212 Special January Field Trip

Fall. 1 credit. Prerequisites: GEOL 101 or 201 or equivalent, and permission of instructor. Travel and subsistence expenses to be announced.

1 lec, field trip.

#### GEOL 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisites: an introductory course in geology or permission of instructor.

#### GEOL 214 Western Adirondack Field Course

Spring. 1 credit. Prerequisite: GEOL 101 or 201, or permission of instructor.

#### GEOL 326 Structural Geology

Spring. 4 credits. Prerequisite: GEOL 101 or 201, or permission of instructor.

3 lecs, 1 lab, field trips.

#### GEOL 355 Mineralogy

Fall. 4 credits. Prerequisite: GEOL 101 or 201 and Chem 207 or permission of instructor.

2 lecs, 1 lab; assigned problems and readings.

#### GEOL 356 Petrology and Geochemistry

Spring. 4 credits. Prerequisite: GEOL 355.

3 lecs, 1 lab, 1 field trip; assigned problems and readings.

#### GEOL 375 Sedimentology and Stratigraphy

Fall. 4 credits. Recommended: GEOL 102 or 201.

3 lecs, 1 lab, field trips.

#### GEOL 388 Geophysics and Geotectonics

Spring. 4 credits. Prerequisites: Mathematics 192 and Physics 208, 213, or equivalent.

3 lecs, 1 lab.

#### GEOL 410 Field Geology

Summer. 4 credits. Prerequisites: GEOL 210, 214, 355–56, 375 and 326 strongly recommended, or permission of instructor. Four weeks at research sites in the western United States or Canada. Fee, approximately \$1,600.

#### GEOL 411 Global Change Research: Mountains, Climate, and Erosion

Fall. 3 credits.

1 lec, 2 labs.

**[GEOL 423 Petroleum Geology]**

Fall. 3 credits. Recommended: GEOL 326.  
Offered alternate years. Not offered 1994-95.  
2 lecs, 1 lab.]

**GEOL 425 Precambrian Orogenic Cycles**

Fall. 3 credits. Prerequisites: GEOL 326 or  
GEOL 356.  
2 lecs, 1 lab/discussion.

**[GEOL 426 Geologic Evolution of South America]**

Spring. 3 credits. Prerequisite: GEOL 326,  
356, or permission of instructor. Not offered  
1994-95.  
2 lecs, 1 lab.]

**GEOL 432 Digital Processing and Analysis of Geophysical Data**

Spring. 3 credits. Prerequisite: GEOL 437 or  
equivalent.  
3 lecs.

**GEOL 437 Geophysical Field Methods**

Fall. 3 credits. Prerequisites: Physics 213 and  
Mathematics 192 or equivalents, or permission  
of instructor.  
1 lec, 1 lab.

**GEOL 438 Exploration Seismology I: Data Acquisition and Processing**

Fall. 3 credits. Offered alternate years.  
3 lecs.

**[GEOL 439 Exploration Seismology II: Analysis and Interpretation]**

Spring. 3 credits. Offered alternate years.  
Not offered 1994-95.  
3 lecs.]

**GEOL 441 Geomorphology**

Fall. 3 credits. Prerequisites: GEOL 102 or  
201, or permission of instructor.  
2 lecs, 1 lab.

**GEOL 442 Glacial and Quaternary Geology**

Spring. 3 credits. Prerequisite: GEOL 441, or  
permission of instructor.  
2 lecs, 1 lab; several field trips.

**GEOL 445 Geohydrology (also ABEN 471 and C&EE 431)**

Fall. 3 credits. Prerequisites: Mathematics  
294 and Engr 202.  
2 lecs, 1 rec.

**GEOL 452 X-ray Diffraction Techniques**

Spring. 3 credits. Prerequisite: GEOL 355 or  
permission of instructor. Offered alternate  
years.  
2 lecs, 1 lab.

**GEOL 453 Advanced Petrology**

Fall. 3 credits. Prerequisite: GEOL 356.  
Offered alternate years.  
2-1/2 lecs, 1/2 lab.

**[GEOL 454 Advanced Mineralogy]**

Spring. 3 credits. Prerequisite: GEOL 355 or  
permission of instructor. Offered alternate  
years. Not offered 1994-95.  
2 lecs, 1 lab.]

**[GEOL 455 Geochemistry]**

Fall. 4 credits. Prerequisites: Chemistry 207  
or equivalent, Mathematics 102. Recom-  
mended GEOL 356. Offered alternate years.  
Not offered 1994-95.  
3 lecs, 1 disc.]

**GEOL 458 Volcanology**

Spring. 3 credits. Corequisite: GEOL 356 or  
equivalent. Offered alternate years.  
2 lecs, 1 lab/rec, possible spring-break  
field trip to volcanic area such as Hawaii.

**[GEOL 476 Sedimentary Basins: Tectonics and Mechanics]**

Spring. 3 credits. Prerequisite: GEOL 375 or  
permission of instructor. Offered alternate  
years. Not offered 1994-95.  
3 lecs.]

**GEOL 478 Advanced Stratigraphy**

Spring. 3 credits. Prerequisite: GEOL 375 or  
permission of instructor. Offered alternate  
years.  
2 lecs, 1 lab.

**[GEOL 479 Paleobiology (also Bio Sci 479)]**

Fall. 3 credits. Prerequisites: Biological  
Sciences 101-102 and 103-104 or equivalent,  
and either GEOL 375, Biological Sciences 373,  
or permission of instructor. Offered alternate  
years. Not offered 1994-95.  
3 lecs.]

**[GEOL 481 Senior Survey of Earth Systems]**

Fall. 3 credits. Limited to seniors majoring in  
geological sciences. Not offered 1994-95.  
1 lec, 1 disc.]

**GEOL 490 Honor Thesis (B.A. degree candidates)**

Fall, spring. 2 credits.

**GEOL 491-492 Undergraduate Research**

Fall, spring. 1 or 2 credits variable.

**GEOL 500 Design Project in Geohydrology**

Fall, spring. 3-12 credits. An alternative to an  
industrial project for M.Eng. students choosing  
the geohydrology option. May continue over  
two or more semesters.

**GEOL 501 Geohydrology Design Project Seminar**

Fall, spring. 1 credit. Required for the M.Eng.  
degree, geohydrology option.  
1 rec, hours to be arranged.

**GEOL 502 Case Histories in Groundwater Analysis**

Spring. 4 credits.

**[GEOL 621 Marine Tectonics]**

Fall. 3 credits. Prerequisites: GEOL 326 and  
a course in geophysics. Offered alternate  
years. Not offered 1994-95.  
3 lecs.]

**[GEOL 622 Advanced Structural Geology I]**

Spring. 3 credits. Prerequisites: GEOL 326  
and permission of instructor. Offered  
alternate years. Not offered 1994-95.  
2 lecs, 1 lab, possible weekend field trips.]

**[GEOL 624 Advanced Structural Geology II]**

Spring. 3 credits. Prerequisites: GEOL 326  
and permission of instructor. Offered  
alternate years. Not offered 1994-95.  
2 lecs, 1 lab, spring-recess trip.]

**[GEOL 625 Tectonic History of Western North America from Craton to Terranes]**

Fall. 2 credits. Open to seniors and graduate  
students. Offered alternate years. Not offered  
1994-95.  
Lecture, term paper, quizzes, no final.]

**[GEOL 628 Geology of Orogenic Belts]**

Spring. 4 credits. Prerequisite: permission of  
instructor. Not offered 1994-95.]

**GEOL 635 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics**

Fall. 3 credits. Prerequisite: GEOL 388 or  
permission of instructor.  
3 lecs.

**GEOL 636 Advanced Geophysics II: Quantitative Geodynamics**

Spring. 3 credits. Prerequisite: GEOL 388.  
3 lecs.

**[GEOL 655 Isotope Geochemistry]**

Fall. 3 credits. Prerequisites: GEOL 356 or  
permission of instructor. Offered alternate  
years. Not offered 1994-95.  
3 lecs.]

**[GEOL 681 Geotectonics]**

Fall. 3 credits. Prerequisites: permission of  
instructor. Not offered 1994-95.  
2 lecs.]

**GEOL 695 Computer Methods in Geological Sciences**

Fall. 3 credits.

**GEOL 700-799 Seminars and Special Work**

Fall, spring. 1-3 credits. Prerequisite:  
permission of instructor. Advanced work on  
original investigations in geological sciences.  
Topics change from term to term.

**GEOL 722 Advanced Topics in Structural Geology****GEOL 725 Rock and Sediment Deformation****[GEOL 731 Plate Tectonics and Geology]**

Not offered 1994-95.]

**[GEOL 733 Fractal Chaos - Independent Studies]**

Not offered 1994-95.]

**GEOL 741 Advanced Geomorphology Topics****GEOL 751 Petrology and Geochemistry****GEOL 753 Advanced Topics in Mineral Physics****[GEOL 755 Advanced Topics in Petrology]**

Not offered 1994-95.]

**GEOL 757 Current Research in Petrology****[GEOL 762 Advanced Topics in Petroleum Exploration]**

Not offered 1994-95.]

**GEOL 771 Advanced Topics in Sedimentology and Stratigraphy****GEOL 773 Paleobiology****GEOL 780 Seismic Record Reading****GEOL 781 Geophysics, Exploration Seismology****GEOL 783 Advanced Topics in Geophysics****GEOL 789 Seismic-Reflection Profiling****GEOL 793 Andes-Himalaya Seminar****GEOL 796 Geochemistry of the Solid Earth****GEOL 797 Fluid-Rock Interactions****GEOL 799 Contemporary Issues in Groundwater Hydrology**



## GERMAN STUDIES

D. Bathrick, G. Waite, director of undergraduate studies; B. Buettner, H. Deinert, I. Ezergailis, S. L. Gilman, A. Groos, P. U. Hohendahl, B. Martin, chair, L. M. Olschner, graduate faculty representative

Major areas of specialization cover the period from the early Middle Ages to the twentieth century. While the emphasis remains on literature, the department teaches film, theater, the political culture of Germany, women's studies, music, intellectual history, history of science, and Jewish studies. Courses are designed with the general student population in mind. The department often cosponsors courses with the departments of Comparative Literature, History, History of Art, Government, Music, Near Eastern Studies, and Theatre Arts, as well as with the Medieval Studies and Women's Studies programs. For further information about majors and courses, see Modern Languages and Linguistics.

### The Major

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the director of undergraduate studies, G. Waite, in the Department of German Studies, or W. Harbert, in the Department of Modern Languages and Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303-304; one of the courses must be a senior seminar (German Studies 410). Some 200-level courses offered by this department (such as German Studies 211) and related departments will count toward the major as well; please consult your adviser. These courses should be a representative selection of subjects in German literature, Germanic linguistics, or both. The attention of students majoring in German is called to the courses offered by departments and programs such as Anthropology, Comparative Literature, History, History of Art, Government, Music, Society for the Humanities, Theatre Arts, and Women's Studies, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information, students should consult the director of undergraduate studies, G. Waite, or W. Harbert.

### The German Area Studies Major

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history,

government, economics, music, theater arts, or other suitable subjects. Minimum course requirements for the German area studies major are the same as for the German major. These students may select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Modern Languages and Linguistics or the Department of German Studies. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated by successful completion of German 304. A minimum of six area courses above the 200-level is required for the major; one of the six courses must be a senior seminar (German Studies 410).

**Advanced Standing.** Students with an AP score of 4 or better are automatically granted three credits in German literature. Students coming to Cornell with advanced standing in German and/or another subject often find it possible to complete two majors. Recent double majors have combined history, psychology, chemistry, biology, or physics with German literature or German area studies. Students in Agriculture and Engineering have entered dual degree programs. Double majors will complete separate programs, one for each major.

**Honors.** The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

### Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. For further information, students should contact the director of undergraduate studies and the director of Cornell Abroad.

## Freshman Writing Seminar Requirement

The following courses will satisfy the freshman writing seminar requirement: German 109, 151, 175, 211, and 312. For details students should consult the instructors.

**Fees.** Depending on the course, a small fee may be charged for film rental or photocopied texts for course work.

## Literature

### Freshman Writing Seminars

See Freshman Seminar booklet for course times and descriptions.

### GERST 109 Fairy Tales and the Literary Imagination

Fall or spring. 3 credits.

I. Ezergailis and staff.

### GERST 151 Kafka, Hesse, Brecht, and Mann

Fall or spring. 3 credits.

H. Deinert and staff.

### GERST 175 Cinema and Society

Fall or spring. 3 credits.

G. Waite and staff.

## Courses Offered in German

### GERST 201 Introduction to German Literature I: Prose

Fall or spring. 3 credits. Prerequisite: qualification in German or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, followed by German 202 or another German literature course at the 200 level or above, the humanities distribution requirement.

D. McGraw.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. The complexities of inner and outer reality as expressed in selected prose works of Bachmann, Brecht, Kafka, Mann, Dürrenmatt, Aichinger and others.

### GERST 202 Introduction to German Literature II: Drama

Fall or spring. 3 credits. Prerequisite: German 201 or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, together with German 201 or another German literature course at the 200 level or above, the humanities distribution requirement.

C. Gundermann.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Self-confrontation and social conflict in the plays of major Austrian, Swiss, and German dramatists, including Dürrenmatt, Brecht, Frisch, Hofmannsthal, Goethe, and Schiller.

### GERST 211 Intensive Workshop in Germanic Studies for Freshmen I #

Fall. 6 credits. Intended for entering freshmen with extensive training in the German language (CPT achievement score of 650, AP of 3, or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements **or** the freshman writing seminar requirement.

H. Deinert.

Not intended as a survey but rather as a rigorous seminar designed to familiarize students with literary forms and the tools of critical analysis. The course will provide an intensive introduction to the study of German literature through the discussion of exemplary prose works, dramas, and poems from the eighteenth and nineteenth centuries.

**GERST 307 Modern Germany**

Spring. 4 credits. Prerequisite: German 201-202 or equivalent. Taught in German.

L. M. Olschner.

Introduction to the history of postwar Germany, the development of the two Germanys, and their societies. The emphasis is on cultural and social institutions such as mass media, educational systems, and political parties. Further topics include women, reunification, the student movement, and terrorism. We will also follow the rapid changes taking place in Germany today in light of the recent past. Texts are complemented by films and music.

**GERST 312 Intensive Workshop in Germanic Studies for Freshmen II**

Spring. 4 credits. Intended primarily for freshmen with extensive training in the German language (minimum CPT achievement score of 650 or minimum AP score of 3, or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements or the freshman writing seminar requirement.

H. Deinert.

Designed mainly as a sequel to the Intensive Workshop I (German 211). The emphasis is on German literature, culture, and political history in the first half of this century. Readings include works by Hofmannsthal, Thomas Mann, Hesse, Kafka, Brecht, Weiss, and Plenzdorf. The visual arts, music, and theater will serve as additional tools of interpretation.

**GERST 315 German Poetry from the Middle Ages to the Present #**

Fall. 4 credits. Prerequisite: German 201-202 or permission of instructor. Taught in German.

L. M. Olschner.

An introduction to lyric poetry written in German from the High Middle Ages to the present, this course addresses both those students with no prior experience in reading poetry as well as those who wish to continue their reading. We explore how the language of poetry functions and how it differs from other genres and in doing so become acquainted with prosodic terms and discourse on poetry in German. We trace poetic development from period to period and question the historicity of poetic texts. Manuscript facsimiles, analysis of textual variants, works of art as they relate to the texts, musical settings of texts, authors reading their own work, and other materials complement the poems.

**[GERST 353 Kleist #**

Not offered 1994-95.]

**[GERST 354 Schiller #**

Not offered 1994-95.]

**GERST 357 Major Works of Goethe #**

Spring. 4 credits. Prerequisite: German 201-202 or equivalent. Please consult instructor. Taught in German.

H. Deinert.

Poet, statesman, artist, scientist, rebel, conservative, mythmaker, and iconoclast, Goethe stands at the center of Germany's belated Renaissance. Taking his early cues from Homer, Shakespeare, and the Bible, he created cultural icons at once modern and steeped in tradition. We will examine works from all phases of the man's incredibly productive life against the background of political turmoil in Europe and the Americas. We will use art, music, and theater as additional tools of interpretation.

**[GERST 365 Austrian Literature**

Not offered 1994-95.]

**Courses in English Translation**

**GERST 320 Postwar German Novel**

Spring. 4 credits.

I. Ezergailis.

A reading, in English translation, of such post-1945 German novelists as Grass, Böll, Johnson, and Christa Wolf. This course is recommended for the concentration in modern European studies.

**[GERST 322 Medicine and Civilization (also Biology and Society 322) #**

Not offered 1994-95.]

**[GERST 327 Health and Disease (also Biology and Society 327 and Psychology 387) @**

Not offered 1994-95.]

**GERST 330 Political Theory and Cinema (also Comparative Literature 330, Government 370 and Theatre Arts 330)**

Fall. 4 credits.

G. Waite.

This course provides an introduction to some fundamentals of current film analysis and political theory and their relationship to one another. Our investigation has two main aspects. On the one hand, we will be interested in the work of film-makers who have been particularly concerned to reshape ideas about politics in the cinematographic medium. On the other, we will attempt to develop a way of reading political theory using techniques borrowed from cinema and vice versa—thus forging between these two disciplines productive analogies that are not necessarily based on influence. We will study not only mainstream but also experimental and low-budget films; similarly, we will find political theory in obscure places, as well as more obvious ones. While the course has a historical perspective, the main emphasis will be on contemporary work. Our texts/films will be taken from the works of such thinkers/filmmakers as: P. P. Pasolini, J.-L. Godard, S. Eisenstein, D. Vertov, G. Romero, R. Corman, M. von Trotta, D. Cronenberg, T. W. Adorno, W. Wenders, R. W. Fassbinder, A. Kluge, P. K. Dick, W. Benjamin, G. Deleuze, M. Gorris, K. Tahimik, L. Strauss, K. Marx, J. G. Fichte, L. Althusser, R. Scott, L. Buñuel, A. Gramsci.

**[GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, English 347, Psychology 389)**

Not offered 1994-95.]

**[GERST 351 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, English 346 and Psychology 391)**

Not offered 1994-95.]

**GERST 383 Faust in Legend, Literature, and the Arts (also Comparative Literature 383) #**

Fall. 4 credits. Readings in English translation; students with knowledge of German and/or French will be encouraged to read the texts in the original languages.

L. M. Olschner.

The life and legend of Johann Faust, the necromancer who sold his soul to the devil in return for power and knowledge, have cast a spell on European writers, artists and composers ever since the sixteenth century. We will study this fascination and receptivity through the centuries, from the first Faust book and its English translation to Marlowe, Goethe, Valéry, Mann, and others. We will also consider illustrations and representations of Faust in early woodcuts and works by later visual artists as well as various musical treatments.

**[GERST 396 German Film (also Comparative Literature 396 and Theatre Arts 396)**

Not offered 1994-95.]

**[GERST 411 African Americans and Jewish Americans: Identities, Parallels, and Conflicts (also Africana Studies 411 and Jewish Studies 411)**

Not offered 1994-95.]

**GERST 413 Women around Freud (also Comparative Literature 412 and Women's Studies 413)**

Spring. 4 credits.

B. Martin.

This course is designed: 1) to expose students to the lives and work of women intellectuals in turn-of-the-century and early twentieth-century Austria and Germany who influenced and were influenced by Freud and psychoanalysis; 2) to consider the work of women intellectuals whose interests converged with those of Freud and other psychoanalytic thinkers but whose psychological theories diverged from psychoanalytic thinking; 3) to explore definitions of "intellectuals" and the status of women as intellectuals both at the beginning of the century and in 1994. Our readings and discussions will include the work of Lou Andreas-Salomé, Anna Freud, Helene Deutsch, Karen Horney, Sabina Spielrein, Joan Riviere, Melanie Klein, Rose Mayreder, Grete Meisel-Hess, Hedwig Dohm, and Ellen Key.

**GERST 414 History into Fiction: Nazis and the Literary Imagination (also English 404, Comparative Literature 404)**

Fall. 4 credits. Two papers; no exam. Limited to 25; by permission of instructor.

E. Rosenberg.

For course description, see English 404.

**Course in Latvian and Baltic Literature**

**[GERST 377 Baltic Literature (also Russian Literature 377)**

Not offered 1994-95.]

**Graduate and Advanced Undergraduate Courses**

**GERST 405 Introduction to Medieval German Literature I #**

Fall. 4 credits. Prerequisite: reading knowledge of German.

A. Groos.

After a brief introduction to basic aspects of the medieval universe, ranging from cosmology to psychology, readings will focus on

introductory texts of late twelfth-century courtly culture. Using the predominant genres of aristocratic self-representation, the heroic epic (*Nibelungenlied*), Arthurian romance (Hartmann's *Iwein*), and Minnesang, discussions will investigate the court as the locus of conflicting forces in the rise of the secular culture in Germany, examining such issues as the first vernacular construction of social and sexual identity, generational conflicts within the communal-dynastic order, the rise of individualism (the knightly quest), and subjectivity (the love lyric).

**GERST 406 Introduction to Medieval German Literature II #**

Spring. 4 credits. Prerequisite: German 405 or equivalent. This is the anchor course for the medieval period.

A. Groos.

Political lyrics by Walther von der Vogelweide will introduce agendas of conflict in thirteenth-century German culture, ranging from crusades to civil war. Against this background, we will examine the utopian quest to win the Holy Grail and heal the Fisher King in Wolfram's *Parzival*, using Bakhtin's approach to pre-novelistic discourse. Readings from the love lyric trace representations to gender across emerging class differences, the increasing complexity of the self, and instabilities of the performance text. Concluding topics include women mystics and late medieval narratives of socio-sexual violence, anti-Semitism, and urban *Angst*.

**[GERST 408 Twentieth-Century German Poetics (also Society for the Humanities 408)]**

Not offered 1994-95.]

**GERST 410 Senior Seminar: Opera and Culture**

Fall. 4 credits. Taught in German.

A. Groos.

This course is intended as an introduction to cultural and political issues in German operas of the last two centuries. We will begin with aspects of the Enlightenment in Schikaneder's and Mozart's *Zauberflöte*, and their reception in Goethe's *Zauberflöte II*. Subsequent topics will include problems such as responses to the French Revolution (Treitschke's and Beethoven's *Fidelio*), Romantic supernaturalism and subjectivity (Wagner's *Fliegender Holländer*), the transposition of German classicism into Italian Romanticism (Schiller's *Kabale und Liebe* and Verdi's *Luisa Miller*), the construction of national identity (Wagner's *Meistersinger*), and *fin-de-siècle* sexual terror (Hofmannsthal's and Strauss's *Elektra*). The course will conclude with a modern opera such as Bachmann's and Henze's *Der junge Lord*. Musical training not required. Although reference will be made to music and musical structures, the main emphasis will be on libretti.

**[GERST 416 Literary Translation in the West (also Comparative Literature 416)]**

Not offered 1994-95.]

**GERST 451-452 Independent Study**

451, fall; 452, spring. 1-4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

**GERST 472 Poetry of the 1990s (also Comparative Literature 472)**

Fall. 4 credits.

J. Monroe.

For description, see COM L 472.

**GERST 492 The Advance of Humanism: Aspects of the European Enlightenment (also Comparative Literature 492) #**

Spring. 4 credits. Knowledge of French and/or German is recommended. German and French texts will be available in English translation. The class will be conducted in English.

P. U. Hohendahl.

The seminar is designed for advanced undergraduates with a good background in European literature and/or intellectual history. The course will emphasize questions of secularization and modernization against the backdrop of recent theory (Horkheimer/Adorno, Foucault, Blumenberg, and Habermas). The discussion will focus on concepts such as enlightenment, reason/rationality, tolerance, criticism/critique, humanity, and progress. The readings will be taken from English, French, and German literature. The reading list will include Locke, Johnson, Fielding, Hume, Voltaire, Rousseau, Diderot, Lessing, Kant, Herder, and Goethe.

**[GERST 496 Theorizing the Public Sphere (also Comparative Literature 496 and History 496)]**

Not offered 1994-95.]

**Seminars**

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

**GERST 600 Special Topics in Feminist Theory (also Anthropology 600, Comparative Literature 600, and Women's Studies 600)**

Fall. 4 credits.

B. Martin and B. Povinelli.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.

**GERST 608 Modern/Postmodern (also Comparative Literature 608)**

Spring. 4 credits.

J. Monroe.

For description, see COM L 608.

**[GERST 621 Issues in Gay and Lesbian Studies (also Women's Studies 621)]**

Not offered 1994-95.]

**[GERST 623 Seminar in Medieval German Literature I]**

Not offered 1994-95.]

**[GERST 626 Nuremberg]**

Not offered 1994-95.]

**[GERST 627 Baroque]**

Not offered 1994-95.]

**[GERST 629 The Enlightenment]**

Not offered 1994-95.]

**[GERST 634 German Romanticism]**  
Not offered 1994-95.]

**GERST 647 German Literature from 1945 to 1989: Questions of Modernity and Identity**

Fall. 4 credits. Anchor course.

P. U. Hohendahl.

This seminar/anchor course will focus on German literature during the period between 1945 and 1989. The goal of the course will be to trace major themes and styles in German-speaking literatures, east and west, in light of recent events. While individual texts will be examined within their specific historical (temporal, geopolitical, aesthetic) contexts, the course will also be organized around critical debates concerning such topics as minority/majority voices to challenge and change the canon; writing and social change; questions concerning a national cultural identity; the politics of modernity and postmodernity; etc. Readings will be taken from authors such as Böll, Andersch, Frisch, Grass, Walser, Koeppen, Dürrenmatt, Handke, C. Wolf, Weiss, H. Müller, V. Braun, Enzensberger, Hein, and Morgner. The readings will also include critical writings and visual texts from the period.

**GERST 651 Exile Literature**

Spring. 4 credits. Anchor course. Taught in German.

L. M. Olschner.

The Nazi rise to power in 1933 forced many Germans and Austrians into exile around the globe. Lacking publishers and a proper readership, writers especially faced an historical situation with strongly existential dimensions. We will study exemplary aspects of exile in the selected literary works, journals, diaries, and correspondence of these authors as well as material such as radio broadcasts into Germany. The seminar will close with a brief examination of the belated institutional and critical reception of exile literature after the war.

**[GERST 652 Culture in Germany 1933-1945]**

Not offered 1994-95.]

**GERST 653 Opera (also Comparative Literature 655 and Music 679)**

Spring. 4 credits.

A. Groos.

This course will be devoted to aspects of operatic culture in the nineteenth and twentieth centuries, with an emphasis on libretti. I imagine the readings as divided into two parts. The first will introduce canonical operas and central issues in their interpretation and reception, e.g., *Die Zauberflöte*, *Macbeth* or *Otello*, *Tristan*, *Madama Butterfly*, *Elektra*. The second part will be devoted to topics of student interest, which I hope will include issues such as politics and opera (e.g., protofascism in *Rienzi*, national identity in *Die Meistersinger* or *Der Roland von Berlin*, fascist opera in Germany and Italy, politics as opera in *Nixon in China*), issues in gender and sexuality (*Carmen*, *Parsifal*, *Billy Budd*), representations of madness and disease (*La sonnambula*, *La traviata*, the two *Bohèmes*, *I medici*), orientalism and occidentalism (*La fanciulla del West*), and opera as film (*Traviata*, *Carmen*, *Parsifal*) or theatre (*M. Butterfly*).

**GERST 661 After the City: From Metropolis to Electropolis (also Architecture 338/638 and Comparative Literature 661)**

Fall. 4 credits.

G. Waite and W. Goehner.

Urbanization of global reality fueled by expanding multinational corporations and the ubiquity of immaterial telecommunication is changing the face of our cities. The Metropolis no longer can serve as the exclusive site and standard of our experience of everyday life. Rather, it is rapidly being replaced and morphed into what we are calling "Electropolis": the matrix of a late capitalist, post-civic information society. The interdisciplinary workshop/seminar will examine texts from E. A. Poe to Neal Stephenson and projects from Hilberseimer to Koolhaas.

**[GERST 664 Late Nineteenth Century: Masochism, Externalization, and Identity Formation at the Fin de Siècle]**

Not offered 1994-95.]

**GERST 666 Ingeborg Bachmann**

Fall. 4 credits.

I. Ezergailis.

A close reading of Bachmann's poetry, fiction, and essays, with an eye to textual and cultural context.

**[GERST 673 Franz Kafka and the Problem of "Minor" Literature (also Comparative Literature 673)]**

Not offered 1994-95.]

**[GERST 674 Contemporary Poetry and Culture: 1968-1993 (also Comparative Literature 674)]**

Not offered 1994-95.]

**[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and History 675)]**

Not offered 1994-95.]

**[GERST 679 Bertolt Brecht in Context (also Comparative Literature 679 and Theatre Arts 679)]**

Not offered 1994-95.]

**GERST 685 Gramsci and Cultural Politics (also Comparative Literature 685 and Government 675)**

Spring. 4 credits.

G. Waite.

The modern transnational-capitalist state rules not only by domination and coercion but by the "noncoercive coercion" of cultural hegemony. What is the proper role of intellectuals (and who and what is an intellectual?) in cultural politics? How do the "leftist" cultural critics, theorists, and artists living under late capitalism relate as individuals and collectively to nascent socialist countries? What is the relationship of intellectuals to political parties? We will deal with the political and cultural writings of Antonio Gramsci—whether Gramsci is best understood as a "Western Marxist" or as an extension of Leninist "orthodoxy"—and with the response of critics, artists, and cultural practices to Gramsci's challenge: the neorealist film *La Terra trema*, Griffith's drama *Occupations*, the paintings of Cremonini, Fowles's novel *Daniel Martin*, Pasolini's poem cycle "Ashes for Gramsci." The mass-media analyses of Parenti (*Inventing Reality*) and Kukarkin (*The Passing Age*), the political philosophy of Laclau and Mouffe (*Hegemony and the Socialist Strategy*), the theory and

practice of "low-intensity conflict" as developed by the CIA and the NSC, and the cultural theories of Williams (*Marxism and Literature*) and Said (*The World, the Text, and the Critic*).

**[GERST 690 Feminist Criticism and Theory (also Women's Studies 690)]**

Not offered 1994-95.]

**[GERST 692 The Politics of Criticism (also Comparative Literature 692 and Theatre Arts 692)]**

Not offered 1994-95.]

**[GERST 710 Research Methods in Medieval Literature]**

Not offered 1994-95.]

**GERST 753-754 Tutorial in German Literature**

Fall and spring. 1-4 credits per term.

Prerequisite: permission of instructor.

Hours to be arranged. Staff.

**Related Courses in Other Departments**

**Modern Languages and Linguistics**

**GERMAN 401 Introduction to Germanic Linguistics**

Fall.

W. Harbert.

**GERMAN 407 Teaching German as a Foreign Language**

Fall.

Staff.

**LING 635 Indo-European Workshop**

Fall.

J. H. Jasanoff

**GOVT 342 The New Europe**

Spring.

P. Katzenstein.

**HIST 363 European Cultural History**

Spring.

M. Steinberg.

**HIST 379 Origins of World War I**

Spring.

I. Hull, W. Pintner, D. Baugh.

**GOVERNMENT**

R. Herring, chair; B. R. O'G. Anderson, R. Bense, M. G. Bernal, S. Buck-Morss, R. Bullock, V. Bunce, T. Christensen, N. Hirschmann, M. Katzenstein, P. Katzenstein, E. W. Kelley, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, J. Pontusson, J. Rabkin, A. Rutten, E. Sanders, H. Schamis, L. Scheinman, M. Shefter, V. Shue, A. M. Smith, S. G. Tarrow, S. Telhami, N. T. Uphoff

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

**The Major**

**To be admitted to the major**, a student must (1) pass three government courses, and (2) achieve a grade of at least a "B" in two of those courses.

**To complete the major**, a student must (1) pass two of the introductory government courses (Government 111, 131 or 231, 161, 181 or 281); (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars; (3) accumulate an additional 24 credits of government course work at the 300-level or above; (4) complete at least one seminar-style course in government which may be applied toward the 24 credits. These courses are typically numbered 400.XX and students are admitted by application only; (5) accumulate 16 credits in upper-level courses in related fields (such as anthropology, economics, history, psychology, and sociology). Upper-level courses are usually courses numbered at the 300-level or above. Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser, the undergraduate adviser, or the director of undergraduate studies; (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 9 government courses and 4 additional courses (16 credits) of upper-level related courses are required to complete the major.

**Cornell-in-Washington Program.** Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

**Study Abroad in Geneva.** French, history, and government majors, or other students with a commitment to international experience, may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the Headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva and affiliated schools, including the Graduate School of International Studies (HEI) and the Development Studies Institute, where they take year-long courses, studying with Swiss and international students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization and history.



The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office (474 Uris) for further information.

**European Studies Concentration.** Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice on course selection and foreign study programs.

**Model European Community Simulation.** Undergraduates with an interest in the European Community, public affairs, or debating may participate in the annual Modern European Community Simulation (SUNYMEC) held in April at SUNY Brockport. The simulation is an opportunity for participants, representing politicians from the member nations of the European Community, to discuss issues and resolutions of current concern to the EC.

To prepare for this simulation, a 2-credit independent study seminar is offered each spring. Participation in the simulation will be open only to those who register for this seminar. Anyone interested in participating or in finding out more information should contact the Western Societies Program at 130 Uris Hall, 255-7592.

**International Relations Concentration.** See the description under "Special Programs and Interdisciplinary Studies."

**Honors.** Each fall a small number of qualified seniors enter the honors program. To apply, junior majors submit applications in April. Along with a fuller description of the honors program, application forms are available in 125 McGraw Hall. The two courses comprising the honors sequence (honors courses) are described below.

## Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

### GOVT 111 Introduction to American Government and Politics

Spring and summer. 3 credits.  
T. J. Lowi.

An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

### GOVT 161 Introduction to Political Philosophy

Fall and summer. 3 credits.

I. Kramnick.

A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

### GOVT 181 Introduction to International Relations

Fall and summer. 3 credits.

S. Telhami.

An introduction to the basic concepts and practice of international politics.

### GOVT 231 Introduction to Comparative Government and Politics

Spring and summer. 4 credits.

M. Minkenberg.

This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy. Looking at Western Europe, we will analyze institutional variations among liberal democracies, and their political implications. We will then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we will explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy will be related to problems of economic development, efficiency, and equality.

## Freshman Writing Seminars

### GOVT 100 Freshman Seminars

Fall, spring, or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

## Major Seminars

### GOVT 400 Major Seminars

Fall or spring. 4 credits.

These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

## American Government and Institutions

Government 111 is recommended.

### GOVT 301 The Political Economy of American Industrialization

Spring. 4 credits.  
R. Bensel.

This course is organized around three broad themes: American state expansion in the late nineteenth century, the political economy of class and regional conflict that shaped the party system and democratic politics generally, and the process of industrialization that propelled the United States into the front rank of the world economy by the turn of the century. The first part of the course stresses the importance of the Civil War and the coincident suppression of southern separatism to subsequent American political development and state formation. The second part of the course connects the national political economy and the central state established by the Civil War to the structure of the party system, operation of democratic institutions, and rapid industrialization during the last decades of the nineteenth century. Also included are comparison of Union and Confederate state formation during the Civil War, analysis of the political economy of cotton production, an examination of the role of finance capital in industrial expansion, and a consideration of possible developmental trajectories other than the high-tariff, gold-standard one actually followed by the United States.

### [GOVT 302 Social Movements in American Politics (also American Studies 302)]

4 credits. Not offered 1994-95.]

### [GOVT 305 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350)]

4 credits. Not offered 1994-95.]

### GOVT 309 Science in the American Polity (also S&TS 390)

Spring. 4 credits.

S. Jasanoff.

How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American sciences.

### GOVT 310 Power and Poverty in America

Spring. 4 credits.

E. W. Kelley.

Despite egalitarian democratic rights, the United States remains a stratified society conspicuous for great disparities in the allocation of income and wealth. The purpose of this class is to investigate these disparities, both empirically and normatively, and to assess the impact of government upon them. Topics for discussion will include: what do we mean by distributional inequality and by the demand for greater egalitarianism? What is the extent of inequality and of poverty in America today? How does one establish minimum standards for distributional justice? Is the United States currently on the road toward achieving that minimum standard? What is the array of federal welfare programs presently available and what is their effect? What reforms or changes are currently on the political agenda? Can we imagine a society

somewhat like that in the United States achieving a very different distribution of educational and occupational outcomes as described by race, income class, and language spoken by parents?

**[GOVT 311 Urban Politics]**  
4 credits. Not offered 1994-95.]

**GOVT 313 The Nature, Functions, and Limits of Law**

Spring. 4 credits. Undergraduates only.  
J. Siliciano.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

**[GOVT 316 The American Presidency (also American Studies 316)]**  
4 credits. Not offered 1994-95.]

**[GOVT 317 Campaigns and Elections]**  
4 credits. Not offered 1994-95.]

**GOVT 318 The American Congress**  
Fall. 4 credits.

M. Shefter.

The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

**GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law**

Fall. 4 credits.

J. Rabkin.

Legislatures may change old laws to reflect new preferences, but much American law is still adapted to modern challenges by judges invoking old precedents and principles, particularly in fields like family law, the law of contracts, and the law of torts. Talmudic law, which rests on much older principles and precepts and cannot fall back on new legislation to justify change in the modern world, must also be adapted to new circumstances. The rabbinic authorities who seek to apply this law often invoke similar kinds of reasoning as American courts but under peculiar constraints. This course, an unusual venture in comparative law, will focus on characteristic modes of reasoning in each system, rather than attempting any systematic surveys of legal outcomes. Readings will include selections from ancient texts as well as modern decisions and contemporary commentaries. No previous background is required.

**[GOVT 327 Civil Liberties in the United States]**  
4 credits. Not offered 1994-95.]

**[GOVT 328 Constitutional Politics: The United States Supreme Court]**  
4 credits. Not offered 1994-95.]

**GOVT 353 Feminism Movements and the State (also Women's Studies 353)**

Fall. 4 credits. Permission of the instructor only. Students seeking admission to the course *must* attend first class of the semester.  
M. Katzenstein.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is thus a course about political protest and the capacity of American political institutions to promote and shape as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

**GOVT 401 Introduction to Science and Technology Policy (also S&TS 431)**

Fall. 4 credits.

H. Gottweis.

Politicians, lobbyists, party strategists, social movements, and other political actors have an important influence on the development of science and technology. At the same time, scientific discourse and technological opportunities exert significant impact on politics. The course focuses on this dynamic interrelationship between science, technology, and politics. It provides an introduction to various theoretical approaches and concepts in science and technology policy studies and their application to empirical research. Students research teams will conduct case studies in fields such as technology policy, energy policy, environmental policy, and health policy. Geographically the emphasis will be on the U.S., but case studies on Canada, Japan, Europe, and Third World countries will also be included.

**[GOVT 403 State and Economy in Comparative Perspective]**

4 credits. Not offered 1994-95.]

**[GOVT 404 American Political Development in the 20th Century]**  
4 credits. Not offered 1994-95.]

**GOVT 405 Government and the Economy**  
Spring. 4 credits.

E. W. Kelley.

What would Adam Smith and Karl Marx consider the causes of such problems as stagflation, an unfavorable balance of trade, the threat of protectionism, the growth of massive public and private sector bureaucracies, and excessive government regulation? What suggestions would they make about remedies? How can we evaluate both their suggestions, and their evidence? Is representative democracy itself part of the problem? Can Woodrow Wilson, Thomas Jefferson, or Grant McConnell help us understand the effects of legislative behavior on economic transactions? This course will use selected works of Smith, Marx, Durkheim, Wilson, and more recent authors like Mancur Olson, Bendix, and McConnell. Substantive focus will be on classical political economy; the development of the state; the rise of professions, guilds, and labor unions; regulation and the increased delegation of public authority to private groups. Methodological focus will be on the ways of evaluating both discursive and quantitative evidence for the factual and causal claims of the authors read.

**[GOVT 406 Politics of Education]**  
4 credits. Not offered 1994-95.]

**[GOVT 407 Law, Science, and Public Values (also S&TS 407)]**  
4 credits. Not offered 1994-95.]

**[GOVT 410/610 Democratic Theory and Institutions]**  
4 credits. Not offered 1994-95.]

**[GOVT 412 Voting and Political Participation]**  
4 credits. Not offered 1994-95.]

**[GOVT 413/613 Politics and Economics in Local Areas]**  
4 credits. Not offered 1994-95.]

**GOVT 427 The Politics of Environmental Protection in America (also S&TS 427)**

Fall. 4 credits.

S. Jasanoff.

An introduction to the distinctive features of environmental protection in America, focusing particularly on the role of law, science, and citizen activism and public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.

**GOVT 428 Government and Public Policy: An Introduction to Analysis and Criticism**

Fall. 4 credits.

T. J. Lowi.

Government 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention given to the origins and character of the regulatory state and the welfare state.

## Comparative Government

Government 131 or 231 is recommended.

**[GOVT 271 Introduction to African Development (also CRP 271 and ASRC 271)]**  
3 credits. Not offered 1994-95.]

**[GOVT 325 Eastern Europe]**  
4 credits. Not offered 1994-95.]

**[GOVT 332 Modern European Politics]**  
4 credits. Not offered 1994-95.]

**[GOVT 333 Government and Politics of the Former Soviet Union]**  
4 credits. Not offered 1994-95.]

**[GOVT 335 America in the World]**  
4 credits. Not offered 1994-95.]

**GOVT 340 Latin American Politics**  
Spring. 4 credits.

H. Schamis.

This is the introductory lecture course to the politics of Latin America. The main purpose is to view the region in a conceptual and comparative perspective. Country cases will be introduced to explain the significance of competing theoretical frameworks that have shaped the debate in the field. The class will focus on the political economies of the region to analyze the role of groups and classes

under different political regimes and contrasting strategies of development.

**GOVT 342 The New Europe**

Spring. 4 credits.

P. Katzenstein.

German unification in 1990 and the accelerating movement toward European integration have created new political conditions for our understanding of German and European politics. The end of the Cold War has brought forth old fears about the domination of Europe by an unpredictable German giant. Alternately, these changes have also fueled new hopes for Germany and Europe as models of political pluralism in a more peaceful and prosperous world. This course will thus reflect on two kinds of politics: the specter of the "Germanization" of Europe and the vision of the "Europeanization" of Germany.

**GOVT 344 Government and Politics of Southeast Asia**

Fall. 4 credits.

B. Anderson.

The course will focus on the comparative analysis of the nature and origins of political conflict in selected Southeast Asian nation-states. Particular attention will be given to nationalism/ethnicity, religion, and class, as well as to the differential impact of colonial rule.

**[GOVT 345 Modern European Politics**

4 credits. Not offered 1994-95.]

**[GOVT 347 Government and Politics of China**

4 credits. Not offered 1994-95.]

**GOVT 349 Political Role of the Military**

Spring. 4 credits.

B. Anderson.

Comparative study of the political consequences of the global spread since the early nineteenth century, of professionally officered, industrially equipped militaries. Case studies of selected European, Asian, African, and American states will investigate the relationships of these militaries to nationalism, imperialism, technological innovation, and munitions industries, as well as class, ethnic, and religious conflict. Particular attention will be paid to the peculiarities of the modern military's organizational structure in shaping its political roles.

**GOVT 350 Comparative Revolutions**

Spring. 4 credits.

S. Tarrow.

A comparative study of the great modern revolutions seen as social movements, from the French and American revolutions of the eighteenth century to the Russian and Chinese revolutions of the twentieth century, ending with a consideration of the recent "velvet" revolutions in Eastern Europe. Attention is given to the international context of internal political opportunity structures which turn revolt and rebellion into revolution.

**GOVT 351 India: Social and Economic Change in a Democratic Polity**

Spring. 4 credits.

M. Katzenstein.

This course explores the social, economic, and political forces that have shaped India's development since independence. It considers why democratic political institutions in India have proved so resilient and what effect these institutions have on the economic and social policies that are pursued. The

importance of international as well as domestic forces in shaping India's economic and political choices is also assessed.

**GOVT 354 America in the World Economy**

Fall. 4 credits.

P. Katzenstein.

Unemployed auto workers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small European states, and Korea), and examines their consequences for America and international politics.

**GOVT 358 Modern History of the Middle East: Changing Politics, Society, and Ideas (also Near Eastern Studies 294)**

Fall. 4 credits.

Staff.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Middle East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in the global and regional contexts. The course does not presuppose the knowledge of Middle Eastern languages.

**GOVT 430 Democracy, Power, and Economic Reform**

Spring. 4 credits.

H. Schamis.

At a time of major political and economic reforms taking place in much of the Second and Third Worlds, and also in some of the First, fundamental questions about governance have been raised. The task before reformers is not limited to establishing a political system of individual rights and the rule of law, or of designing fair electoral systems and holding regular elections. It is also about establishing new forms of political power, or as Max Weber might put it, establishing new and effective systems of political domination. The reformers' need to carry out massive structural transformations has often implied centralizing authority, at the same time they are supposed to foster democracy. The dual challenge is thus one that much of the political development theory has tended to see as sequential rather than simultaneous: to centralize political power in order to carry out major socio-economic transformations, and to build democratic institutions which, by definition, disperse power. This seminar will examine these questions by focusing on some of the more important theoretical debates about the interrelationship between democracy and structural reform, the state and the economy, the crafting of order, and the creation of markets.

**GOVT 433 Afrocentrism (also S HUM 402)**

Fall. 4 credits.

M. Bernal.

The seminar will begin with a survey of African-American writings about African history from David Walker's *Appeal* in 1829 to

W.E.B. DuBois's *The Negro* (1915) and *Black Folk Then and Now* (1941). We shall then read from the works of "Afrocentrist" writers of history such as Chancellor Williams, Yosef ben-Jocchanen, and Cheikh Anta Diop as well as those of the sympathetic scholars St. Clair Drake and Shomarka Keita. After examining the heuristic utility of these writings we shall turn to Afrocentrism as a social, political, and pedagogical movement, reading the works of and meeting in person or on videos such figures as Molefi Ansante, Charles Finch, and Asa Hilliard and Leonard Jeffries. In this section, we shall be investigating the relationship of Afrocentrism to more directly political movements as well as the tensions between Afrocentrists and other Black intellectuals on the importance of the Nile Valley to African-Americans. The last section will consider Afrocentrism as a "bogey," discussing selections from the works of Arthur Schlesinger, Dinesh de Souza, Mary Lefkowitz and others.

**GOVT 435 Collective Action and Politics in Modern Europe (also History 435)**

Fall. 4 credits.

S. Tarrow, S. Kaplan.

This is an interdisciplinary seminar examining the causes, dynamics, and outcomes of social movements in modern and contemporary Europe and America. Ranging from the carnivalesque uprisings, grain seizures, and tax revolts of early modern Europe, to the revolutions of the late eighteenth century, to the ethnic, civil rights and women's collective action of recent years, these movements have deeply marked the development of contemporary states and societies. Cases will be drawn mainly from Western Europe and the United States, with ventures into Eastern Europe. Our ambition is to assess the ways in which popular politics both shaped and were shaped by the development of the modern state and economy.

**[GOVT 436 Environmental Politics and Policy**

4 credits. Not offered 1994-95.]

**[GOVT 443/643 Socialism and the Market in China**

4 credits. Not offered 1994-95.]

**[GOVT 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Comparative Literature 454, History 454)**

4 credits. Not offered 1994-95.]

**[GOVT 458 Comparative Democratization**

4 credits. Not offered 1994-95.]

**[GOVT 459 Topics in Chinese Culture and Politics: Public/Private Spheres (also Society for the Humanities 419)**

4 credits. Not offered 1994-95.]

**[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy (also S&TS 425)**

4 credits. Not offered 1994-95.]

**Political Theory**

Government 161 is recommended.

**[GOVT 260 Social and Political Philosophy (also Philosophy 242)**

4 credits. Not offered 1994-95.]

**[GOVT 361 Modern Ideologies:  
Liberalism and Its Critics]**

4 credits. Not offered 1994-95.]

**GOVT 362 Politics of Sexuality (also  
Women's Studies 262)**

Fall. 4 credits.

A. M. Smith.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction that emerges as a socio-political problem only within specific historical conditions. We will turn to the historical research on sexual sub-cultures and the official regulation of sexuality that Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.

**GOVT 364 The Selfish Individual and the  
Modern World**

Spring. 4 credits.

N. Hirschmann.

Michael Milken and Ivan Boesky broke the law: but did they really do anything wrong? Is acting selfishly simply human nature, or is it perversion? Do we have natural obligations to others, or is everyone out for themselves? This course will consider these questions through the lens of modern political theory from Hobbes to contemporary times. We will consider the relation of the individual to society to examine different understandings of "the individual," and how they change over time. In the process, we will examine how these understandings affect the meaning of concepts such as freedom, equality, and justice, as well as the form and role of government. This course will follow a seminar format and rely heavily on class discussion. Enrollment limited.

**[GOVT 368 Global Climate and Global  
Justice (also Philosophy 368)]**

4 credits. Not offered 1994-95.]

**GOVT 369 Introduction to Feminist  
Political Thought (also Women's  
Studies 269)**

Fall. 4 credits.

N. Hirschmann.

This course will provide a general introduction to feminist political thought, surveying various current issues and methodologies. The course will combine analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.

**GOVT 370 Political Theory and Cinema  
(also German Studies 330)**

Fall. 4 credits.

G. Waite.

This course provides an introduction to some fundamentals of current film analysis and political theory, and their relationship to one another. Our investigation has two main aspects. On the one hand, we will be interested in the work of film-makers who have been particularly concerned to reshape ideas about politics in the cinematographic medium. On the other, we will attempt to develop a way of reading political theory using techniques borrowed from cinema and

vice versa—thus forging between these two disciplines productive analogies that are not necessarily based on influence. We will study not only mainstream but also experimental and low-budget films; similarly, we will find political theory in obscure places, as well as more obvious ones. While the course has a historical perspective, the main emphasis will be on contemporary work. Our texts/films will be taken from the work of such thinkers/film-makers as: P. P. Pasolini, J.-L. Godard, S. Eisenstein, D. Vertov, G. Romero, R. Coman, M. von Trotte, D. Cronenberg, T. W. Adorno, W. Wenders, R. W. Fassbinder, A. Kluge, P. K. Dick, W. Benjamin, G. Deleuze, M. Gorris, K. Tahimik, L. Strauss, K. Marx, J. G. Fichte, L. Althusser, R. Scott, L. Bunuel, A. Gramsci.

**GOVT 375 Visual Culture and Social  
Theory (also Art History 370, Comp.  
Lit. 368)**

Spring. 4 credits.

S. Buck-Morss, H. Foster.

Introduction to critical concepts for the analysis of visual culture in specific socio-historical contexts.

**[GOVT 376 Rethinking Marx]**

4 credits. Not offered 1994-95.]

**GOVT 377 Concepts of Race and Racism**

Spring. 4 credits.

A. M. Smith.

This course will examine the contributions of British theorists to the study of race and racism. I have also included a small selection of the texts by non-British authors—Fanon, Said, and Spivak—which have greatly influenced various British writers. Readings will be drawn from a wide range of sources: Weberian social theory, Marxist and post-Marxist political theory, political debates on slavery, historians' debates on the significance of the empire for the British "masses," the "new racism" thesis, analyses of Powellism and Thatcherism, and critical approaches to the representation of race by black lesbians and gays, black feminists, and anti-racist activists.

**GOVT 462 Modern Political Philosophy  
(also Philosophy 346)**

Fall. 4 credits.

R. Miller.

A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, and Gauthier. We will consider the different treatment in each theory of equality, liberty and the general welfare, the different conceptions of morality on which each is grounded, and the consequences of each for current political controversies.

**[GOVT 463 Politics of Contemporary  
Feminist Theory]**

4 credits. Not offered 1994-95.]

**GOVT 466 Feminism and Gender  
Discrimination**

Spring. 4 credits.

K. Abrams.

This course will introduce students to the major schools of feminist legal theory, including equality theory, difference theory, dominance theory, and essentialism. It will then use these theories as a framework for examining several areas in which the law has attempted to address gender-specific injuries. These will include the workplace (sexual harassment, regulation of fertility, work/family conflict, the family (abortion, surrogacy), and

violence against women (rape, spousal abuse, pornography). The course will emphasize analysis and critique of present political and legal responses and formulation of alternative responses. Some previous exposure to legal materials (case law, statutes) is useful but not required.

**GOVT 467 Eurocentrism (also S HUM  
415)**

Spring. 4 credits.

M. Bernal.

The seminar will consider both "hard core" Eurocentrism, the thought and pedagogical tactics of those who believe that only Europeans could have created "Western Civilization" and the "soft core" variety held by those who maintain that only Europeans happen to have created its worthwhile qualities. It will begin with a historical survey of the emergence and development of the linked concepts of Europe and Christendom in the wake of the triumph of Islam. It will focus on the importance to these concepts of the "other" both in reality and as a projection of feared aspects of the "self." These will be seen in the writings and speeches of self-conscious imperialists and modern conservatives as well as in the analytical works of Edward Said, Tzvetan Todorov, and Samir Amin and their critics. There will also be consideration of the work of such "New Eurocentrists" as Ernst Gellner and Michael Mann. Finally, we shall look at attempts to transcend the arguments in the recent works of Henry Louis Gates and Cornel West.

**GOVT 468 Global and Domestic  
Dimensions of Science and  
Technology Policy**

Spring. 4 credits.

H. Gottweis.

This course examines the global/domestic interface of contemporary science and technology policy. The development of science and technology is increasingly shaped by national as well as transnational forces, such as strategic alliances between companies and supranational institutions like the European Community. Furthermore, many scientific and technological projects, such as the damming of rivers in India or nuclear power generation in the United States, encounter social resistance on a regional level. Is a coherent national science and technology policy possible in this field of apparently centrifugal forces? What values and "philosophies" could guide a socially responsible science and technology policy in the post-Cold War era? These questions will be at the center of the course. We will approach the normative questions by looking at the evolution of science and technology policy in a comparative perspective covering the U.S., Japan, Europe, and various Third World countries.

**GOVT 469 Limiting War (also Philosophy  
369)**

Fall. 4 credits.

H. Shue.

Modern states employ or threaten violence in several forms. This course critically examines the best arguments about limiting or prohibiting various contemporary methods of fighting, or otherwise coercing, one's enemies, arguments with conclusions ranging from pacifism to "realism." Have traditional doctrines of just war been overtaken by recent events and technologies, or is it possible to provide a reasonable justification for limiting the means or ends of future wars? In 1994 the



course focuses on two extended case-studies: nuclear weapons in the post-Cold-War world and the conduct of the Gulf War against Iraq in 1991. Discussion section to be arranged.

## International Relations

Government 181 or 281 is recommended.

### GOVT 380 The Politics of German Unification

Fall. 4 credits.

M. Minkenberg.

The breakdown of the Cold War order and German unification in 1990 have produced a new phase in German and European politics. The return of the German nation-state coincided with the collapse of the Soviet hegemony in Eastern Europe and the broadening of the European integration process. This course will focus on the continuity and changes in the interaction between German and European politics. It will specifically elaborate the historical role of the national question in German politics and beyond; the international and domestic factors shaping the process of German unification in 1980/90; the impact of unification on the democratization and Westernization processes of the Bonn Republic; and the interaction of the New Germany with its European environment (European integration, Eastern Europe, immigration). In the end, students should be able to thoroughly understand the viability of and the challenges to democracy in Germany as well as the prospects for a hegemonic or dominant role of the New Germany in a changing Europe.

### [GOVT 381 The Politics of Defense Spending

4 credits. Not offered 1994-95.]

### GOVT 382 International Relations of East Asia

Spring. 4 credits.

T. Christensen.

This open lecture class is offered as an alternative to Government 482, a limited-enrollment, advanced seminar with the same title. The course will discuss Japanese imperialism in the 1930s, the Cold War in Asia, and regional affairs in the post-Cold War era. The lectures will present and test competing explanations for the behavior of the great powers and local actors in the region. We will analyze the links between the security and economic components of foreign relations. We will also analyze how regional subsystems influence each other by exploring the connections between the Cold War in Europe and the Cold War in East Asia. The course will conclude with a discussion of how the demise of the Soviet Union and the rise of China may alter future regional dynamics. This course is open to all undergraduates except those who have taken or intend to take Government 482. Graduate students must obtain the instructor's permission to attend this class.

### [GOVT 383 Theories of International Relations

4 credits. Not offered 1994-95.]

### [GOVT 384 War and Peace in the Nuclear Age (also Physics 206)

4 credits. Not offered 1994-95.]

### [GOVT 385 American Foreign Policy

4 credits. Not offered 1994-95.]

### GOVT 388 International Political Economy

Spring. 4 credits.

J. Kirshner.

This course examines the politics of international political economic relations. It will draw on the history of the modern international economy and explore the theories that have been used to explain its evolution. The goals of the course are to gain insights into contemporary issues and to understand how scholars of international relations and economics describe and explain problems in the global economy.

### GOVT 389 International Law

Spring. 4 credits.

J. Rabkin.

Characteristics of international law; its theoretical foundations, principles, processes, and relationship to international politics. Emphasis on law-in-action. Attention to both traditional problems (intervention, coercion, and the scope and limits of adjudication) and contemporary trends and processes (arms control, outer space, exploitation of seabed resources, the individual in international law, and cooperative patterns of socioeconomic relations at global and regional level). Content may vary according to international events.

### GOVT 391 Chinese Foreign Policy

Fall. 4 credits.

T. Christensen.

This undergraduate lecture course will review and analyze the foreign policy of the People's Republic of China from 1949 to the present. Lectures will discuss the Cold War history of Beijing's relations with the Soviet Union, the United States, Southeast Asia, and the Third World. Various theories of foreign policy will be discussed as potential tools for understanding Chinese foreign policy behavior. The class will conclude with a discussion of the future of Chinese foreign policy in light of the end of the Cold War, changes in the Chinese economy and the post-Tiananmen legitimacy crisis in Beijing.

### [GOVT 392 International Relations of the Middle East

4 credits. Not offered 1994-95.]

### GOVT 393 Introduction to Peace Studies

Fall. 4 credits.

J. Reppy, R. Williams.

This course serves as an introduction to the study of war, peace, and peacemaking. We will study different theories of peace and war from a variety of disciplinary perspectives. The course will cover definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts will be applied to a range of historical and current conflicts. Students will prepare analyses of specific conflicts or instances of peacemaking for class presentation.

### [GOVT 396 The Past as Prelude? (also History 352)

4 credits. Not offered 1994-95.]

### [GOVT 397 The United States and Russia

4 credits. Not offered 1994-95.]

### GOVT 398 North-South Relations

Fall. 4 credits.

J. Kirshner.

This course examines the relations between rich and poor states in the international system. After an initial overview of theory and history, it focuses on issue areas such as

trade and financial relations, specific regional issues, and contemporary problems. The course emphasizes both international relations and the politics of economic development in the context of the international economic system.

### [GOVT 399 International Relations of the Former Soviet Union

4 credits. Not offered 1994-95.]

### [GOVT 475 Topics in International Political Economy: Money and Finance

4 credits. Not offered 1994-95.]

### [GOVT 478/681 Accumulation on a World Scale

4 credits. Not offered 1994-95.]

### [GOVT 482 International Relations of East Asia

4 credits. Not offered 1994-95.]

### GOVT 483 The Military and New Technology

Fall. 4 credits.

J. Reppy.

In conventional wisdom, military organizations are seen paradoxically both as inflexible institutions and as proponents and consumers of rapid technological change. In this seminar we will examine changes over time in the attitude of the military toward new technology and analyze competing explanations for these changes. Readings will include Michael Howard, *War and European History*; John Ellis, *The Social History of the Machine Gun*; and Donald MacKenzie, *Inventing Accuracy: An Historical Sociology of Nuclear Missile Guidance*.

### [GOVT 489 International Law and Regime Development

4 credits. Not offered 1994-95.]

### [GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs

4 credits. Not offered 1994-95.]

## Honors Courses

Each April a limited number of junior majors are admitted to the honors program, their work to begin the following fall. Application forms and a full description of the program may be obtained in 125 McGraw Hall.

### GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits.

Staff.

Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a ten-to-fifteen-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

### GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed Government 494.

Staff.

Students continue the work of the preceding semester typically with the same faculty tutor.

Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some sixty to eighty pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

### Independent Study

Independent study, Government 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. Government 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

### GOVT 499 Readings Fall or spring.

Fall or spring. 1-4 credits.  
Staff.

### Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

### Field Seminars

#### GOVT 601 Scope and Methods of Political Analysis

Fall. 4 credits.

W. Mebane.

This course introduces the major analytical approaches used in contemporary political science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

#### [GOVT 602 Field Seminar in Political Methodology

4 credits. Not offered 1994-95.]

#### GOVT 603 Field Seminar in American Politics

Fall. 4 credits.

J. Rabkin, M. Shefter.

The basic issues and institutions of American government and the various subfields of

American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

#### GOVT 605 Field Seminar in Comparative Politics

Spring. 4 credits.

J. Pontusson.

An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics, authority and legitimacy, participation and mobilization, economic development and democracy, authoritarian and totalitarian politics, corporatism and pluralism, and nation building and political integration.

#### GOVT 606 Field Seminar in International Relations

Fall. 4 credits.

P. Katzenstein, T. Christensen.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

#### [GOVT 607 The Western Political Tradition: A Survey

4 credits. Not offered 1994-95.]

#### GOVT 608 Normative and Interpretive Methodologies

Spring. 4 credits.

A. M. Smith and staff.

This course will present various normative and interpretive methodological approaches to issues in political science. Though the specific focus of the course will vary depending on the interests of the instructor, the general orientation of the seminar will be to expose students to the role of hermeneutic techniques and qualitative criticism in political analysis. This course will fulfill departmental requirements for the second methodology course. Topic for 1995: Approaches to Ideology.

### American Government and Institutions

#### [GOVT 610/410 Democratic Theory and Institutions

4 credits. Not offered 1994-95.]

#### [GOVT 611 The Political Economy of American Development I

4 credits. Not offered 1994-95.]

#### [GOVT 612 American Political Development II: Social Movements and State Expansion in the Twentieth Century

4 credits. Not offered 1994-95.]

#### [GOVT 613 Politics and Economics in Local Areas

4 credits. Not offered 1994-95.]

#### GOVT 618 Feminist Jurisprudence

Spring. 4 credits.

K. Abrams.

This course will examine the role of law, and more generally, the role of the state, in perpetuating and remedying women's oppression. We will study several paradigmatic feminist legal theories, including equality, difference, dominance and various anti-essentialist theories (e.g., intersectional, post-structuralist). Among the questions we will consider will be: How does the law help

to construct gender? In what ways does it interact with cultural images and assumptions regarding women to perpetuate women's oppression? To what extent can a set of institutions implicated in women's oppression be used to remedy it? Can a legal system predicated on the liberal assumptions of a unitary, pre-political, autonomous self accommodate feminist accounts of social construction, constrained "choice" or decentered subjects? What methods have feminists used to argue in and about the law, and do these methods themselves have the potential to transform legal thinking? Although we will consider a number of practical applications (spousal abuse, pornography, fertility and the workplace), the course will be more theoretical in its orientation than Government 466. Among the theorists studies will be Richard Wasserstrom, Christine Littleton, Robin West, Joan Williams, Catharine MacKinnon, Patricia Williams, Martha Mahoney, Angela Harris, William Eskridge, Janet Halley, Zillah Eisenstein, Vicki Schultz, and Katherine Bartlett.

#### GOVT 619 Social Movements, the State, and Public Policy

Fall. 4 credits.

T. J. Lowi, E. Sanders.

This course will examine the interaction of social movements and the American state. Focus will be on the policy process and outcomes, as well as the impact of social movements on state structure and vice versa.

#### GOVT 620 The United States Congress

Spring. 4 credits.

R. Bense.

The United States Congress will be examined: first, as a "closed system" in which institutional arrangements decisively apportion political power; and, second, as the product of electoral and social forces outside the institution. Emphasis will be placed on the historical relationship between institutional growth and state formation, parliamentary rules as both arrangements within which the "rational choices" of legislators are played out and as deliberate, constructions and allocations of political influence, and the use of legislative behavior as evidence in the analysis of fundamental principles of politics. Because the literature on the lower chamber is generally more rich, the House of Representatives will receive greater attention than the Senate.

#### [GOVT 622 The Political Economy of American Development

4 credits. Not offered 1994-95.]

#### [GOVT 624 American Political Organizations, Institutions, and Party Systems

4 credits. Not offered 1994-95.]

#### [GOVT 641 Anarchy, State, and Social Order

4 credits. Not offered 1994-95.]

### Public Policy

#### [GOVT 626 Workshop on Law, Science and Technology (also S&TS 626)

4 credits. Not offered 1994-95.]

#### [GOVT 628 Politics of Technical Decisions I (also City and Regional Planning 541, Science and Technology Studies 415)

4 credits. Not offered 1994-95.]

## Comparative Government

### GOVT 630 Labor, Free Trade, and Economic Integration in the Americas (also ILR 638)

Fall. 4 credits. Limited to 20 students.  
M. Cook.

This course explores the effects of the contemporary movement toward free trade and regional economic integration on the societies, economies, and political systems of countries in North and South America, with special focus on labor. The course will pay particular attention to the origins and implications of the North American Free Trade Agreement (NAFTA) but will also look at integration schemes in South America (Andean pact and Mercosur), Europe (for comparison), and at hemisphere-wide initiatives. We will examine the free trade issue from a variety of perspectives, both favorable and critical, and we will adopt a broad understanding of regional integration, one that also encompasses a host of non-trade issues. We will also seek to understand the recent reorientation of many Latin American economies within the historical context of Latin American development strategies and constraints.

### GOVT 631 Comparative Labor Movements in Latin America (also ILR 631)

4 credits. Not offered 1994-95.]

### GOVT 633 European Party Systems and Political Change

Spring. 4 credits.

M. Minkenberg, S. Tarrow.

This course is an analysis of West European party systems and major changes in voting behavior with a particular emphasis on the (re)emergence of far right parties in the 1980s and 1990s. The course is organized in two parts. First, there will be a discussion of various concepts and approaches to the study of party systems and electoral change (cleavage theory, realignment, value change, etc.). Second, with the help of these theoretical instruments, the rise of new (or old) far right parties and their effect on the party systems in Western Europe will be analyzed in several case studies.

### GOVT 634 Genetic Engineering: Politics and Society in Comparative Perspective (also S&TS 645)

Spring. 4 credits.

H. Gottweis.

Today genetic engineering is a standard technology used in many laboratories throughout the world. Since its development, however, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships between science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology. We will discuss how modern society deals with high-risk/high-impact technologies and explore the question of adequacy of the political-legal framework of

contemporary "risk-society."

### GOVT 643/443 Socialism and the Market in China

4 credits. Not offered 1994-95.]

### GOVT 644 Sociotechnical Aspects of Irrigation (also Agricultural Economics 754, Agricultural Engineering 754, and Rural Sociology 754)

Spring. 4 credits.

N. Uphoff.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with the social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues associated with the design and operation of systems of irrigated agriculture in developing countries.

### GOVT 645 Chinese Politics

4 credits. Not offered 1994-95.]

### GOVT 647 Political Anthropology: Southeast Asia

4 credits. Not offered 1994-95.]

### GOVT 648 Political Economy of Change: Rural Development in the Third World

4 credits. Not offered 1994-95.]

### GOVT 649 Agrarian Political Economy: Land, Labor, and Nature

4 credits. Not offered 1994-95.]

### GOVT 652 Southeast Asia Seminar: The Philippines (also Asian Studies 601)

4 credits. Not offered 1994-95.]

### GOVT 653 The Plural Society Revisited (also Asian Studies 607)

Fall. 4 credits.

B. Anderson.

John Funnivall's concept, invented 40 years ago, posited colonial society as one in which race (and ethnicity), class, occupation, and residence were distributed more or less isomorphically. The seminar will review the utility of the concept in the light of subsequent research on colonial Southeast Asia and its applicability to developments since the achieving of independence. It will also consider the relevance of the concept to (uncolonized) modern Thailand. The core problematic will be the relationship between classification (naming) and power.

### GOVT 656 Comparative Political Economy

4 credits. Not offered 1994-95.]

### GOVT 657 Comparative Democratization

4 credits. Not offered 1994-95.]

### GOVT 660 Social Movements and Politics

Fall. 4 credits.

S. Tarrow.

This is a research seminar on the relationships among politics, organized social movements, and periods of mass mobilization like those that swept through Western Europe and the U.S. in the 1960s and in Eastern and Central Europe today. The course begins with a theoretical introduction to major approaches to social movements and collective action, concentrating on the factors that induce masses of people to adopt disruptive forms of collective action. It moves from there to a

historical section focusing on cycles of protest in the recent and not-so-recent past. It continues with case materials that illustrate a series of theoretical problems in the study of movements and collective action—particularly that of the relations between protest and reform. Students will write term papers on particular cycles of protest and reform.

### GOVT 692 The Administration of Agricultural and Rural Development

Spring. 4 credits.

N. T. Uphoff.

The political, bureaucratic, economic, and technical environments of administration for agricultural and rural development; the various functions involved in administration (personnel management, planning, budgeting, economic analysis, information systems); several major tasks (research, extension services, and infrastructure development); and specific problems of integrating activities, interfacing with rural populations, and utilizing external assistance. Intended primarily for persons who expect to have some future responsibilities in agricultural or rural development administration and Third World countries.

## Political Theory

### GOVT 663 Political Theories of Power

Fall. 4 credits.

A. M. Smith.

Questions around power and power relations emerge in virtually every aspect of political science, and yet these terms are often used in quite loosely defined ways. This seminar will focus on some of the major approaches to power in political theory. For the fall semester, we will focus on Machiavelli, Hobbes, Gramsci, Nietzsche, and Foucault. The seminar will be structured as a reading course in the political theory field with a compulsory final examination.

### GOVT 664 Contemporary Democratic Theory

4 credits. Not offered 1994-95.]

### GOVT 665 American Political Thought: From Madison to Malcolm X

4 credits. Not offered 1994-95.]

### GOVT 667 Major Figures in Modern Political Theory I

4 credits. Not offered 1994-95.]

### GOVT 668 Major Figures in Modern Political Theory II

4 credits. Not offered 1994-95.]

### GOVT 669 Modern Social Theory I

4 credits. Not offered 1994-95.]

### GOVT 670 Modern Social Theory II

4 credits. Not offered 1994-95.]

### GOVT 671 Graduate Seminar in Feminist Political Theory

Spring. 4 credits.

N. Hirschmann.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of

issues of relevance to feminism as an academic, intellectual, and political enterprise. The course is open to undergraduates who have taken Government 463 or other courses in feminist theory, with permission of the instructor.

**GOVT 672 Theories and Policies of Feminist Issues**  
Fall. 4 credits.

M. Katzenstein, N. Hirschmann.  
This course will explore the intersections of theory and policy in feminist scholarship through the lens of several issues of key importance in contemporary feminist politics. The course takes as its foundation the premise that most feminist issues need to be approached from a multidisciplinary perspective to be understood fully, and that feminist theory and policy are integrally related to one another. In 1994, focusing on such issues as domestic violence, pornography, welfare, and the military, we will approach each of these issues from a variety of theoretical and empirical perspectives to understand both the political and theoretical underpinnings of existing policy as well as the political and theoretical implications of various feminist suggestions for policy change.

**[GOVT 673 Republicanism and Liberalism]**  
4 credits. Not offered 1994-95.]

**GOVT 674 Theory and Practice of Nationalism**  
Spring. 4 credits.

S. Buck-Morss, B. Anderson.  
This course will be devoted to the comparative study of the rise and transformation of nationalism according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time will also be discussed on the basis of both theoretical and empirical studies.

**GOVT 675 Gramsci and Cultural Politics (also German Literature 685)**

Spring. 4 credits.  
See German Studies for description.

**International Relations**

**[GOVT 681/478 Accumulation on a World Scale]**  
4 credits. Not offered 1994-95.]

**[GOVT 683 Foreign Policy Analysis]**  
4 credits. Not offered 1994-95.]

**GOVT 685 International Political Economy**  
Spring. 4 credits.

J. Kirshner.  
An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar will cover different theoretical perspectives and a number of substantive problems.

**[GOVT 686 International Strategy]**  
4 credits. Not offered 1994-95.]

**GOVT 687 International Environmental Policy (also S&TS 688)**

Spring. 4 credits.  
S. Jasanoff.  
This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to the environmental issues. Analytically, the course attempts to define the distinctive

characteristics of environmental policy and politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.

**GOVT 688 Political Economy and National Security**  
Fall. 4 credits.

J. Kirshner.  
This seminar considers the relationship between economics and national security. Specific topics will change from year to year but will typically include the following: the economic foundations of power, economic coercion, the economic roots of conflict, and the ways in which structural changes in the international economy shape and limit state authority.

**GOVT 689 International Security Politics**  
Fall. 4 credits.

P. Katzenstein.  
Course will examine a variety of international relations theories in studying a broad range of security issues, including the causes of war, alliance formation, balance-of-power politics, security regimes, nuclear and conventional deterrence, and core-periphery relations.

**GOVT 691 Normative Elements of International Relations**  
Fall. 4 credits.

H. Shue.  
We examine selected normative elements of international affairs, divided into three interlocking clusters. First are issues about conflict, including both low-intensity military intervention and nuclear weapons. Second are questions about cooperation, especially between rich nations and poor nations. Third are debates about the authority and status of the major players in the international system: individual persons, nation-states, and international regimes. Questions include: Is the retention by some nations of nuclear weapons morally justified? Is the world economy unjust? Should national governments be pressured to respect individual human rights?

**Independent Study**

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for Government 499.

**GOVT 799 Independent Study**  
Fall or spring. 4 credits.

Staff.  
Government 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements will be designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special

committees. They are available from, and must be returned to, the graduate secretary in 125 McGraw Hall.

**GREEK**

See Department of Classics.

**HEBREW**

See Department of Near Eastern Studies.

**HINDI-URDU**

See Modern Languages and Linguistics.

**HISTORY**

I. Hull, chair, W. M. Pintner, graduate faculty representative; D. A. Baugh, director of undergraduate studies; G. C. Altschuler, S. Blumin, T. Borstelmann, S. Cochran, P. R. Dear, P. R. Hyams, J. J. John, C. Kammen, M. Kammen, S. L. Kaplan, N. Karwan Cutting, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, R. L. Moore, J. M. Najemy, M. B. Norton, G. Okinhiro, C. Peterson, J. R. Piggott, R. Polenberg, W. B. Provine, M. Roldán, T. Shiraishi, J. H. Silbey, M. Steinberg, B. Strauss, D. Usner, M. Washington, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: K. Biggerstaff, E. W. Fox, P. W. Gates, F. Somkin, B. Tierney, O. W. Wolters

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

**The Major**

To complete the history major, a student must fulfill the requirements listed below:

- 1) Complete three semesters of *any\** of the following courses: Introduction to Western Civilization (History 151, History 152), Europe since 1789 (History 242), Colonial Latin America (History 295), Latin America in the Modern Age (History 296), Introduction to Asian Civilization (History 190, History 191), Islamic History 600-1258 (History 254), Islamic History, 1258-1850 (History 248), Science in Western Civilization (History 281, History 282). Students must complete (or be taking) two of the required semester courses before being admitted to the major.

\*Exception: to fulfill this requirement you may use either History 152 or History 242 but not both.



- 2) Take history department courses totaling 40 credits and complete all these courses with a grade of C or better.
- 3) Of the courses totaling 40 credits, take a minimum of:
  - a. 16 credits outside of American history and
  - b. 12 credits in history before 1800.

Courses used to fulfill Requirement (1) above may also be used to fulfill Requirement (3), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (3b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (3a) and (3b).

- 4) Of the courses totaling 40 credits, take at least one 400-level seminar.

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing a thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 44 credit hours in history. During the second term of sophomore year or early in junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of senior year, the candidate presents in conversation or in writing a thesis proposal to an appropriate member of the faculty of history. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in History 401, Honors Research, with their supervisors. Any exceptions to this must be approved by the Honors Committee. History 401 is a 4-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student submits to the supervisor a ten-to-fifteen page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and takes an oral examination on the broad field of history that the student has researched. The examination will be administered by a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. The committee then recommends whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a 4-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral examination.

The text of the honors essay may not exceed sixty pages except by permission of the chair of the honors committee and the student's

supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor and the examination focuses on the specific issues of the essay as well as the broad field of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

**Cornell-in-Washington Program.** History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

## Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

## Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-249-level courses are similar to freshman writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level courses have no prerequisites and admit freshmen. They cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 700-799 are graduate level courses.

## Comparative History

### [HIST 274 Foodways: A Social History of Food and Eating #

Fall. 4 credits. Not offered 1994-95. Next offered 1995-96.

S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in

religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1980s.]

### [HIST 360 Early Warfare, East and West #

Spring. 4 credits.

C. A. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.

### [HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #

4 credits. Not offered 1994-95.

M. Roldán and D. Usner.]

### [HIST 380 Social History of Western Technology

4 credits. Next offered 1994-95.

For description see History of Science.]

### [HIST 393 Images of Humanity in Medieval China (also Asian Studies 393) @ #

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission.

M W 2:30-3:20 and section W 3:35-4:25.

J. R. McRae and C. A. Peterson.

The middle period in China's history, essentially the Tang and Sung dynasties, feature some of the highest achievements of Chinese civilization. These centuries (the seventh through the thirteenth) are distinguished by the exceptionally high levels of literature, art, religious and secular thought, and proto-scientific development, as well as by fundamental changes in state, society, and the economy. This seminar will explore the China of this age by examining the lives of several representative figures—a politician, a poet, a Buddhist monk, a Taoist priest, an emperor, an empress, a "detective" and others. The aim will be to reconstruct the inner and outer worlds of men and women perhaps not so far removed from ourselves in their basic motivations and daily concerns.

### [HIST 405 Population and History #

4 credits. Open to sophomores. Not offered 1994-95.

S. L. Kaplan.]

### [HIST 407 Death in Past Time #

4 credits. Not offered 1994-95.

S. L. Kaplan.]

### [HIST 409 Seminar on Work in Europe and America #

4 credits. Not offered 1994-95. Next offered 1995-96.

S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those who for various critical reasons did not work. The seminar will examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.]

**[HIST 413 The History and Economics of Whaling in North America (also Agricultural Economics 454 and Society for the Humanities 413) #**

4 credits. Not offered 1994-95.

D. Usner, J. Conrad.]

**HIST 432 The City in History: Europe and America #**

Fall 4 credits. Prerequisite: permission of instructor.

S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.

**[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

S. L. Kaplan.]

**[HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Government 454) #**

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 1994-95.

M. Bernal, J. M. Najemy.

The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical and historical analysis. The course will examine the evolution and transformation of this concept from antiquity to the twentieth century by focusing on selected moments (and texts in which they are represented) of actual and/or perceptual encounters with other civilizations. It will also inquire into the political uses and abuses of the idea of the West, and the literary, psychological, and anthropological dimensions of the idea's history. Readings include selections from Herodotus's *Histories*, Virgil's *Aeneid*, Augustine's *City of God*, *The Song of Roland*, Petrarch, Pico, Machiavelli, Montesquieu, Flaubert, Shelley's *Hellas*, Arnold, Hegel's *Philosophy of History*, James Mill's *History of British India*, and, from the secondary critical literature, Tzvetan Todorov's *The Conquest of America* and Edward Said's *Orientalism*.]

**[HIST 471 Black Emancipation in Comparative Perspective (also Africana Studies 471; Society for the Humanities 426) #**

4 credits. Prerequisite: one course in American, Afro-American, or African history. Not offered 1994-95.

M. Washington.]

**[HIST 708 Seminar on the History of Food**

Not offered 1994-95.

S. L. Kaplan.]

**History of Science**

**HIST 281 Science in Western Civilization (also Science and Technology Studies 281) #**

Fall. 4 credits. History 281 is not a prerequisite to 282.

T R 11:40-12:55. P. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge

from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

**HIST 282 Science in Western Civilization (also Science and Technology Studies 282) #**

Spring. 4 credits. History 281 is not a prerequisite to 282.

T R 11:40-12:55. P. R. Dear.

This course aim is to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

**HIST 287 Evolution (also Biological Sciences 207 and Science and Technology Studies 287)**

Fall. 3 credits.

W. Provine.

Evolution is the most central concept in biology. This course examines evolution in historical and cultural context. Aims of the course include understanding of the major issues in the history and current status of evolutionary biology, and exploration of the implications of evolution for culture. Issues range from controversies over mechanisms of evolution in natural populations to the conflict between creationists and evolutionists.

**HIST 380 Social History of Western Technology #**

Spring. 4 credits.

J. H. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.

**HIST 415 Seminar in the History of Biology (also BioEs 467, BioSoc 447, S&TS 447)**

Fall. 4 credits.

T R 12:20-2:15. W. Provine.

Specific topic will change each semester offered. This semester the seminar will examine the "evolutionary synthesis" of the 1930s and the 1940s. We will evaluate assertions that the synthesis remains robust to the present, and assertions that the synthesis has disintegrated. Biologists, historians, sociologists, and philosophers are represented in the readings.

**[HIST 465 Scientific Rhetoric in Historical Perspective (Communication 465 and Science and Technology Studies 465)**

Spring. 4 credits. No prerequisites. Not offered 1994-95.

P. Dear and B. Lewenstein.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports during the semester and a final term paper.]

**[HIST 482 The Origins of Modern Science 1500-1700 (also Science and Technology Studies 482) #**

4 credits. Not offered 1994-95.

P. R. Dear.

A seminar focusing on the changes in the European conception of nature and of human knowledge that created modern science. A new way of perceiving the world, and a new ideology justifying its experimental manipulation, transformed the finite, earth-centered, organic universe of 1500 into the infinite, mechanical universe of Isaac Newton. The course traces these developments above all through the study of primary materials, using the writings of Copernicus, Galileo, Descartes, Newton, and other lesser-known figures to discover how technical and philosophical innovations emerged from the changing worldview of early modern Europe.]

**HIST 680 Seminar in Historiographical Approaches to Science (also Science and Technology Studies 680)**

Fall. 4 credits.

P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.

**American History**

**HIST 101 Introduction to American History (also American Studies 101) #**

Fall. 3 credits. 101 is not a prerequisite to 102.

M W F 11:15-12:05. G. C. Altschuler.

A survey of U. S. history designed to introduce students to major themes and interpretations. History 101 traces the origins and evolution of the nation through 1865. Topics include Puritanism, the American Revolution, the Constitution, Jacksonian democracy, and the Civil War.

**HIST 102 Introduction to American History (also American Studies 102)**

Spring. 3 credits. 101 is not a prerequisite to 102.

M W F 11:15-12:05. G. C. Altschuler.

A survey of U.S. history designed to introduce students to major themes and interpretations. Covers the period from the Civil War to the present. Topics include the Reconstruction, the Gilded Age, the world wars, the 1960s, Vietnam, and Watergate.

**[HIST 208 The Era of Franklin D. Roosevelt**

4 credits. Primarily for sophomores. Prerequisite: permission of instructor. Next offered 1994-95.

R. Polenber.

The impact of the Great Depression and World War II on American politics, law, and culture.]

**[HIST 209 Political History of Indians in the United States #**

4 credits. Not offered 1994-95.  
D. H. Usner.]

**[HIST 210 The Supreme Court and Civil Liberties**

4 credits. Primarily for sophomores. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 1994-95.  
R. Polenbergl.]

**HIST 213 Asian American History (also Asian American Studies 213)**

Fall. 4 credits.  
T. Fujita Rony.  
Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

**[HIST 214 Seminar on American Foreign Policy**

4 credits. Open to freshmen and sophomores. Not offered 1994-95.  
W. LaFeber.]

**[HIST 227 Historical Perspectives on Modern American Sex Roles (also Women's Studies 227)**

4 credits. Limited to 20 students. Intended primarily for sophomores. Not offered 1994-95.  
M. B. Norton.]

**HIST 238 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and Human Development and Family Studies 258)**

Spring. 3 credits.  
J. Brumberg.  
The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, film, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of professionalism for women, family structure, and American society are also discussed.

**[HIST 256 African-American History, 1945-85**

4 credits. Open to freshmen with permission. Not offered 1994-95.  
M. Washington.

This course focuses on the history, culture, and literature of African-American people during the post-World War II, civil rights, and revolutionary nationalist periods. This introductory course examines key issues, themes, and events in a context of contemporary relevance. Emphasis will be on the historical evolution of the modern Black community, Black-white race relations, and the impact of modern economic and political institutions on Black life and thought.]

**HIST 273 Women in American Society, Past and Present (also Women's Studies 273) #**

Fall. 4 credits.  
M W 10:10-11:00 and sect. F 10:10 and 12:20. M. B. Norton.  
A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.

**[HIST 276 American Indian History, 1500-1850 #**

4 credits. Not offered 1994-95. Next offered 1995-96.  
D. H. Usner.

A survey of North American Indian history from the sixteenth century to the mid-nineteenth century. Relations between Indian nations and with European colonies will be explored. Different cultural groups and cross-cultural encounters will be compared, with emphasis on resistance and adaptation to European colonialism. The formative years of U.S. Indian policy and the experiences of Indian people through the removal era will receive close attention.]

**[HIST 277 American Indian History since 1850**

4 credits. Not offered 1994-95. Next offered 1995-96.  
D. H. Usner.

A historical study of American Indians in the United States and Canada from the mid-nineteenth century to the present. The active and complex role played by Indian people in their responses to government policies and to socioeconomic changes will be emphasized. Challenges faced and initiatives taken by Indians will be traced from the early reservation years to the current era of self-determination. Cultural change and continuity within Indian communities will be closely examined.

**[HIST 279 Seminar on the Cold War**

4 credits. Not offered 1994-95.  
T. Borstelmann.]

**[HIST 303 African-American Women in Slavery and Freedom (also Women's Studies 307)**

4 credits. Not open to freshmen. Not offered 1994-95.  
M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, feminism, and racism.]

**HIST 304 American Culture in Historical Perspective, 1880-1980 (also Amer. St. 304)**

Fall. 4 credits.  
M W F 1:25-2:15. M. Kammen.  
An introduction to American Studies and the study of American culture. Emphasis upon relationships between mass culture, popular culture, and high culture; and on the question of American exceptionalism (distinctiveness). Special attention also to the situation of subcultures, to the changing role of the media, ethnicity (pluralism), the decorative and popular arts. Mainly 1850-1980.

**HIST 309 The U.S. and the Third World**

Fall. 4 credits.

T. Borstelmann.  
This course examines the development of American relations with Asia, Africa, Latin America, and the Middle East, with particular emphasis on the post-World War II period. Connections between domestic factors in the United States and American foreign policy will be emphasized.

**HIST 311 The Structure of American Political History #**

Fall. 4 credits.  
M W F 10:10-11:00. J. H. Silbey.  
Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American political culture, nature of decision making, popular and legislative voting behavior, and the role of interest groups, political parties, and political elites in shaping our political history.

**[HIST 312 The Structure of American Political History**

4 credits. Not offered 1994-95.  
J. H. Silbey.  
Examines the course of American politics from 1865 to the present, focusing on the nature of decision making, popular and legislative voting, behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

**[HIST 313 U.S. Foreign Relations, 1750-1912 #**

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1994-95.  
W. LaFeber.

Examines policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy.]

**[HIST 314 History of American Foreign Policy, 1912 to the Present**

Spring. 4 credits. Not offered 1994-95.  
T. Borstelmann.  
Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U. S. foreign policy.]

**HIST 318 American Constitutional Development**

Spring. 4 credits.  
M W 10:10-11:00 and sect. F 10:10 and 12:20. M. B. Norton.

A study of the major themes of the constitutional history of the United States. Among the topics to be considered are the drafting of the Constitution, the Marshall and Taney courts, the constitutional crisis caused by slavery and emancipation, the rise of substantive due process, the expansion of civil rights and liberties for women and men in the twentieth century, and the contemporary court.

**[HIST 319 The Frontier in American Thought and Culture**

4 credits. Not offered 1994-95. Next offered 1995-96.  
D. H. Usner.

As a kind of place and a cluster of symbols, the West has deeply influenced ideology and intellectual life in the United States. Using fiction, art, popular culture, and social sciences as primary texts, this course examines how concepts about race and class, society and environment, national destiny and development were fused into various forms of a frontier mythology.]

**[HIST 321 Colonial North America to 1763 #**

4 credits. Next offered 1995-96.

M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.]

**[HIST 325 Age of the American Revolution, 1763-1815 #**

4 credits. Not offered 1995-96.

M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.]

**[HIST 326 The Nation of Trial**

4 credits. Not offered 1994-95.

M. Washington.]

**[HIST 327 American Frontier History Before 1850 #**

Fall. 4 credits. Not offered 1994-95.

D. H. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.]

**[HIST 328 American Frontier History: The West since 1850**

Spring. 4 credits. Plus sections. Not offered 1994-95.

D. H. Usner.

An examination of the American West, both as place and myth, from the mid-nineteenth century to the present. Conquest of Indian territories, class and ethnic struggles, frontier ideology, and western politics are among the topics. The course comparatively studies agricultural, mining, and other frontier societies. The role of government and science in transforming western environments is closely explored, toward an understanding of recent farm, energy, and other land-use policies in the West.]

**[HIST 330 The Age of Jackson, 1815-1850 (also Amer. St. 330) #**

4 credits. Not offered 1994-95.

J. H. Silbey.]

**[HIST 331 The American Civil War and Reconstruction 1850-1877 (also Amer. St. 331) #**

Fall. 4 credits. Not offered 1994-95.

J. H. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.]

**HIST 332 The Urbanization of American Society: 1600-1860 (also Amer. St. 332) #**

Fall. 4 credits.

S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.

**HIST 333 The Urbanization of American Society: 1860-2000 (also Amer. St. 333)**

Spring. 4 credits. 332 is not a prerequisite to 333.

S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth century to the thoroughly metropolitan nation of the present (and near future). It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.

**HIST 335 African-American History from Slavery to Freedom #**

Fall. 4 credits. Not open to freshman.

T R 10:10-11:25. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis will be on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.

**[HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also Amer. St. 336) #**

Fall. 4 credits. Not offered 1994-95. Next offered 1995-96.

S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

**[HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also Amer. St. 337)**

Spring. 4 credits. Not offered 1994-95. Next offered 1995-96.

S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.]

**HIST 340 Recent American History, 1929-1960**

Fall. 4 credits. Prerequisite: Not open to freshmen.

T R 11:40-12:55. R. Polenberg.

Topics include radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.

**HIST 341 Recent American History, 1960 to the Present**

Spring. 4 credits. Not open to freshmen.

T R 11:40-12:55. R. Polenberg.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; the Carter, Reagan, and Bush presidencies; and class, race, and ethnicity in modern America.

**HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also Amer. St. 345 and Religious Studies 345) #**

Fall. 4 credits.

R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis will be placed on religious pluralism.

**HIST 346 The Modernization of the American Mind (also Amer. St. 346)**

Spring. 4 credits.

R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

**[HIST 359 American Families in Historical Perspective (also Amer. St. 359, HDFS 359 and Women's Studies 357)**

Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HDFS 359. Not offered 1994-95.

J. Brumberg.

This course provides an introduction to and overview of problems and issues in the historical literature on American families and the family life cycle. Reading and lectures demonstrate the pattern of American family experience in the past, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family deals with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students are required to do a major research paper on the history of their family, covering at least two generations, and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

**[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #**

4 credits. Not offered 1994-95.

M. Roldán and D. Usner.]

**[HIST 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) #**

3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 1994-95.

N. Salvatore.

Examines the history of blacks in America from Emancipation through the experience of the first generation born after slavery, with a focus on the work experience. Topics will include the restructuring of work during



Reconstruction; the relationship between work and black organizational developments; between black and white workers; and the nature of work in the agricultural south and in cities throughout the nation.]

**[HIST 376 The African-American Workers, 1910-the present: Race, Work, and the City (also Industrial and Labor Relations 386)]**

3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 1994-95. N. Salvatore.

This course will examine the history of blacks in America from the start of the Great Migration through the 1970s, with a focus on the work experience. Topics will include the effect of relationship between black and white workers as influenced by depression and two world wars; and an examination of the effect of the Civil Rights movement on the economic circumstances of black workers.]

**[HIST 411 Undergraduate Seminar in American Political History]**

Spring. 4 credits. Prerequisite: permission of instructor.

W. LaFeber and J. Silbey.

Topic for 1995: American politics and foreign policy in the Age of Jackson, Polk, Seward, and Lincoln, 1830-1870.

**[HIST 412 Undergraduate Seminar in Asian American History (also Asian American Studies 412)]**

Spring. 4 credits. Not offered 1994-95. G. Okihiro.

A reading and research seminar that will cover various topics in Asian American history.]

**[HIST 414 Motivations of American Foreign Policy]**

Spring. 4 credits. Prerequisite: Permission of instructor.

W. LaFeber.

**[HIST 418 Undergraduate Seminar in the History of the American South]**

4 credits. Not offered 1994-95. J. H. Silbey.]

**[HIST 419 Seminar in American Social History]**

Spring. 4 credits. Prerequisite: permission of instructor.

S. Blumin.

Topic for 1995: Politics and everyday life in nineteenth-century America: an inquiry into the meanings of politics and political participation in an expanding democracy.

**[HIST 421 Cultural Stratification in Historical Perspective]**

Spring. 4 credits. Prerequisite: permission of instructor.

M 2:30-4:30. M. Kammen.

The emergence of popular, middlebrow, and mass culture, along with the discourse among cultural critics concerning all three in relation to traditional high culture. The underlying context will concern the changing uses of leisure in twentieth-century America and conflicting attitudes toward cultural taste-levels in a democratic society.

**[HIST 426 Undergraduate Seminar in Early American History (also Women's Studies 426)] #**

4 credits. Not offered 1994-95. M. B. Norton.]

**[HIST 428 Undergraduate Seminar in**

**American Frontier History #**

4 credits. Not offered 1994-95.

D. H. Usner.]

**[HIST 429 Undergraduate Seminar in Indians of Eastern North America #**

Spring. 4 credits. Not offered 1994-95. Next offered 1995-96.

D. H. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.]

**[HIST 432 The City in History: Europe and America #**

Fall. 4 credits. Prerequisite: permission of instructor.

S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.

**[HIST 439 Undergraduate Seminar in Reconstruction and the New South #**

4 credits. Prerequisite: senior standing (in history) or permission of instructor. Not offered 1994-95.

M. Washington.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freedpeople. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.]

**[HIST 440 Undergraduate Seminar in Recent American History (also Jewish Studies 450)]**

Spring. 4 credits. Prerequisite: permission of instructor.

T R 1:25-2:40. R. Polenber.

Topic: Benjamin N. Cardozo, and the American Judicial Tradition.

**[HIST 442 Popular Culture in the United States #**

4 credits. Prerequisite: one year of course work in American history. Not offered 1994-95.

R. L. Moore.]

**[HIST 458 Female Adolescence in Historical Perspective (also Women's Studies 438 and Human Development and Family Studies 417)] #**

Fall. 3 credits. Not offered 1994-95. J. Brumberg.]

**[HIST 461 "Multiculturalism" (also S. Hum 408)]**

Fall. 4 credits.

W 2:30-4:25. G. Okihiro.

Seminar on multiculturalism and its apparent polarities such as Eurocentrism and Afrocentrism; unity and diversity; official and vernacular; integration and transformation. The neo-conservative challenge and radical critique. Also, ethnic studies and the university, including debates around "value-

free" versus "politicized" research and pedagogy, and particularity versus interdisciplinary in the organization of knowledge.

**[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304)]**

4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 1994-95. Next offered 1995-96.

N. Salvatore.

The seminar will examine the interplay of race, ethnicity, and the urban industrial economy during this century. We will explore the urban African-American world, its changing composition, work experiences, and associational life and study the impact of such social and economic forces as world war, migration, and government policy on black urbanites. To enroll in the course, it is necessary to see Professor Salvatore during preregistration.]

**[HIST 486 Seminar on the 1960s]**

Spring. 4 credits. Not offered 1994-95.

T. Borstelmann.

This course will explore the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics will include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, the media, and the Nixon administration. A substantial research paper will be required.]

**[HIST 500 Undergraduate Research Seminar (also American Studies 500)]**

8 credits each term.

J. H. Silbey and others.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

**[HIST 608 African-American Women]**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women and labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.]

**[HIST 610 Afro-American Historiography]**

Fall. 4 credits.

M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.

**[HIST 613 Seminar on American Diplomatic History]**

Fall. 4 credits.

T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period. Discussion will focus on interpretive approaches to U.S. foreign policy and on U.S. relations with the Third World since 1945. A research paper is required.

**[HIST 614 Seminar on American Diplomatic History]**

4 credits. Not offered 1994-95.  
T. Borstelmann.]

**[HIST 617 Seminar in American Cultural History]**

Fall. 4 credits.

R. L. Moore.

A reading and research seminar covering selected topics in nineteenth-century America. Topic for 1994: American Pragmatism.

**[HIST 618 Seminar in American Cultural History]**

Not offered 1994-95.

R. L. Moore.

A reading and research seminar covering selected topics in nineteenth-century America.]

**[HIST 620 Seminar in American History]**

4 credits. Not offered 1994-95.

M. Kammen.]

**[HIST 621 Graduate Seminar in American History]**

4 credits. Not offered 1994-95.

M. Kammen.

The focus of this year's seminar is the historian's vocation viewed in historical perspective. Members will read primary and secondary texts (including biographies and autobiographical essays) in an effort to comprehend historical knowledge as a defining experience for individuals, communities, ethnic groups, and nations. Some European but mainly American materials will be used.]

**[HIST 624 Graduate Seminar in American Indian History]**

Fall. 4 credits. Not offered 1994-95.

D. H. Usner.

Major works in historiography are discussed, emphasizing their relationship to social science methods and theories and to other areas of American history. A research paper is required.]

**[HIST 626 Graduate Seminar in the History of American Women (also Women's Studies 626)]**

Spring. 4 credits.

M 2:30-4:30. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.

**[HIST 627 Graduate Seminar in Early American History]**

4 credits. Not offered 1994-95.

M. B. Norton.]

**[HIST 633 Seminar in Nineteenth-Century American History]**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

J. H. Silbey.]

**[HIST 634 Seminar in Nineteenth-Century American History]**

Spring. 4 credits. Not offered 1994-95.

J. H. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

**[HIST 640 Graduate Seminar in Recent American History]**

Fall. 4 credits. Prerequisite: permission of instructor.

R. Polenber.

**[HIST 683 Seminar in American Labor History (also ILR 783)]**

Fall. 3 credits.

N. Salvatore.

A reading and research seminar for graduate students emphasizing recent work in nineteenth- and twentieth-century labor and social history. A research paper is required.

**[HIST 710 Colloquium in American History]**

Spring. 4 credits. Required of all first-year American history graduate students.

T 3:30-6:00. M. Kammen.

Examination of the major approaches, periods, issues, and modes of interpreting American history. Readings include recent "classics" of American scholarship from diverse subfields and genres.

**Latin American History**

**[HIST 295 Colonial Latin America @ #]**  
Fall. 4 credits. Not offered 1994-95.

M. Roldán.

Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, the establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.]

**[HIST 296 Latin America in the Modern Age @]**

Spring. 4 credits.

M. Roldán.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States-Latin American relations.

**[HIST 347 Agrarian Societies in Latin American History @ #]**

4 credits. Not offered 1994-95.

T. H. Holloway.

The development of rural patterns of wealth, status, and power, focusing on the role of country people in the larger society. Topics include disruption of the conquest, evolution from encomienda to hacienda, rise of plantation agriculture and export enclaves, decline of Indian communities, peasant protest, and land reform and development programs of the recent past.]

**[HIST 348 Contemporary Brazil @]**

Spring. 4 credits.

T. H. Holloway.

With some historical background, the course focuses on the twentieth century. Topics include the import-substituting growth model, contradictions leading to military rule 1964-1985, transition to competitive politics, debt, ecology, regional and social disparities. Some comparisons are made to other Latin American countries.

**[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #]**

4 credits. Not offered 1994-95.

M. Roldán and D. Usner.]

**[HIST 424 Art and Politics in Twentieth-Century Latin America @]**

Fall. 4 credits. Prerequisite: permission of the instructor. (History 296 suggested.)

M. Roldán.

This seminar will examine the intersection of art and politics in Latin America and the role of both in constructing culture, ideology, and national/personal identity from the period of the Mexican Revolution through the military dictatorships of the late twentieth century. Topics will include the Mexican muralists and the Revolution (but including Frida Kahlo) working class and immigrant culture in Argentina and the tango; samba as a vehicle for social and political protest in Brazil; the (re) construction of gender and political self in the writings of Latin American women in exile; and the inscription of violence on public spaces and private bodies through graffiti and torture in the late twentieth century.

**[HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also History 645)]**

Spring. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15.

M. Roldán.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the restrictions of rural society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture were frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other statesmanship and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate people's sexuality and behavior and popular participation in urban and national life.

**[HIST 449 Race and Class in Latin American History]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

T. Holloway.

This seminar focuses on ethnic interaction and class formation in the historical development of Latin American societies considering the roles of Native Americans, Europeans, and Africans. Each unit will be approached as an analysis of the historical origins of contemporary patterns, and comparisons will be made among units, in a search for underlying and overarching themes.]

**[HIST 475 Bandits, Deviants, and Rebels in Latin America @]**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

M. Roldán.]

**[HIST 645 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America 1880-1950 (also History 445)]**

Spring. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15.

M. Roldán.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the restrictions of rural

society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture were frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other statesmanship and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate people's sexuality and behavior and popular participation in urban and national life.

**[HIST 649 Seminar in Latin American History]**

Not offered 1994–95.

T. H. Holloway.]

## African History

**[HIST 390 Southern African History @ #]**

4 credits. Not offered 1994–95.

G. Okihiro.

Southern African history from foundations to union, or from the earliest human inhabitants to 1910. Major themes will include the peopling of southern Africa, interaction and change among the San, Khoikhoi, and Bantu-speaking peoples, the arrival and expansion of Europeans, African state systems, and the economic transformation of the 1870s and 80s leading to the South African war and union.]

## Asian History

**[HIST 190 Introduction to Asian Civilizations @ #]**

Spring. 4 credits. Not offered 1994–95.

J. R. Piggott, D. K. Wyatt.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.]

**[HIST 191 Introduction to Modern Asian History @]**

Fall. 4 credits. Not offered 1994–95.

J. V. Koschmann and T. Shiraishi.

The history of Asia in modern times, focusing on the nineteenth- and twentieth-century history of major Asian countries/regions—Indian subcontinent, Island Southeast Asia (especially Indonesia), China, and Japan—in a larger, world and regional, historical perspective. English translations of memoirs, novels, short stories, and other documents are used to assess Asian perspectives, priorities, and ideas.]

**[HIST 243 China and the West before Imperialism @ #]**

3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor. Limited to 15 students. Not offered 1994–95.

C. A. Peterson.]

**[HIST 293 History of China up to Modern Times @ #]**

Fall. 4 credits.

C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

**[HIST 294 History of China in Modern Times @]**

Spring. 4 credits. Not offered 1994–95. Next offered 1995–96.

S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization and political unity.]

**[HIST 297 Premodern Japan: Historical Perspectives @ #]**

Fall. 4 credits.

J. R. Piggott.

This course explores the premodern civilization of Japan from a variety of historical perspectives. A textbook, readings from primary sources and literature and several historical essays will be assigned. Students gain familiarity with the high points of premodern Japanese history and consider a number of comparative questions about Japan's premodern evolution compared with that of other parts of the world. (Graduate students should enroll in History 497. They will attend the lectures of History 297 and participate in their own colloquium.)

**[HIST 298 State, Society, and Culture in Modern Japan @]**

Spring. 4 credits.

J. V. Koschmann.

A survey of Japan from the mid-eighteenth century to the present, with special attention to changing configurations of institutional structure, knowledge, action, and conceptions of history. Japanese works in translation will be read and discussed in addition to secondary sources.

**[HIST 322 Warrior Government and Culture in Medieval Japan]**

Spring. 4 credits.

J. Piggott.

This course traces warrior institutions and culture from the Heian period (794–1185) through the medieval ages. The story of warrior development opens a broad window into premodern society. Students will read a variety of original sources in translation as well as analytical essays. Preliminary consultation with the instructor is advised.

**[HIST 326 From Medieval to Early Modern in Japan]**

4 credits. Not offered 1994–95.

J. R. Piggott.]

**[HIST 352 The Past as Prelude? Japan in Asia, Germany in Europe (also Government 396)]**

Fall. 4 credits. Not offered 1994–95.

P. Katzenstein, V. Koschmann, T. Shiraishi. As capitalist "late developers" that turned to facism and militarism, were defeated and occupied by the Allies after World War II, and grew rapidly into affluent democracies in the postwar era, Germany and Japan have also both come to assume problematical positions of economic leadership among former enemies in Europe and Asia. By investigating, in parallel, the history and current circumstances of each nation's interaction with its neighbors, the course poses timely questions related to national identity, political and economic conflicts, and regionalism in changing international environments.]

**[HIST 360 Early Warfare, East and West #]**

Spring. 4 credits.

For description see Comparative History.

**[HIST 393 Images of Humanity in Medieval China (also Asian St. 393) @ #]**

Fall. 4 credits. Permission required.

J. R. McRae and C. A. Peterson.

For description see Comparative History.

**[HIST 395 Southeast Asia to the Eighteenth Century @ #]**

Fall. 4 credits.

D. K. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in primary sources.

**[HIST 396 Southeast Asian History from the Eighteenth Century @]**

Spring. 4 credits.

T. Shiraishi.

A survey of the modern history of Southeast Asia with special attention to the formation of modern states (colonial as well as national), changing economic and social structure, and consciousness. Primary texts will be read in translation whenever feasible.

**[HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ #]**

Spring. 4 credits.

J. R. Piggott.

The tale of Genji is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Additional primary source readings and secondary sources provide insight into the countryside beyond the capital as well.

**[HIST 448 Gender and Family in Classical Japan]**

Fall. 4 credits.

J. Piggott.

An inquiry into structures of family and gender from the eighth to the fourteenth centuries. Themes will include kinship and family, state formation, and gender construction, and those interested in these themes in comparative perspective are invited to enroll. "Breadth" reading, primary source materials, and comparative reading placing Japan in an East Asian context will be assigned. Previous study of some aspect of premodern Japan is recommended.

**[HIST 460 Seminar in Islamic History: Muhammad and the Rise of Islam (also Near Eastern Studies 418 and Religious Studies 418) @ #]**

Spring. 4 credits.

D. Powers.

This course will focus in the life of the Prophet Muhammad and first century of Islamic history, with special attention to methodological issues relating to the study of this period. Three literary forms—all available in English translation—will serve as the basis for discussion: The Qur'an, the biography of the Prophet (*Sira*), and the sayings of the Prophet (*Hadith*). Knowledge of Arabic is desirable but not required.

**[HIST 466 The Taiheiki: A Japanese Epic as History and Literature (also Society for the Humanities 426) @ #**  
4 credits. Not offered 1994-95. Next offered 1995-96.

J. Piggott, K. Selden.]

**HIST 489 Undergraduate Seminar in Modern Japanese History @**  
Spring. 4 credits. Prerequisites: History 298 or equivalent, and permission of instructor.  
J. V. Koschmann.

Topic for Spring 1995: Japan in the 1930s: Ultrationalism, militarism, and emperor-system facism.

**HIST 492 Undergraduate Seminar in Medieval Chinese History @ #**  
Spring. 4 credits. Prerequisite: History 293 or permission of instructor.  
C. A. Peterson.

Topic for spring 1995: China and Eurasia in premodern times.

**[HIST 493 Self and Society in Late Imperial and Twentieth-Century China @**  
4 credits. Prerequisite: History 191 or 394 or permission of instructor. Not offered 1994-95.  
S. Cochran.]

**[HIST 494 The Japanese in Asia @**  
4 credits. Not offered 1994-95.  
J. V. Koschmann, T. Shiraishi.  
Japanese perceptions of Asia and Japan's economic, cultural, and political relations with the countries of East and Southeast Asia since the nineteenth century.]

**[HIST 495 Japanese Kingship in Comparative Perspective: Premodern East Asia @ #**  
4 credits. Not offered 1994-95. Next offered 1995-96.  
J. R. Piggott.]

**HIST 497 Colloquium in Premodern Japanese History @ #**  
Fall. 4 credits.  
J. R. Piggott.  
This graduate course explores the premodern civilization of Japan from a variety of historical perspectives. Students will attend History 297 lectures and participate in a special weekly colloquium.

**[HIST 499 Problems in Modern Chinese History (also History 694) @**  
Spring. 4 credits. Prerequisite: History 294 or permission of instructor. Not offered 1994-95. Next offered 1995-96.  
S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese and other foreign languages is not required, but background in Chinese studies is needed.]

**HIST 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also Asian Studies 609)**  
4 credits.

V. Koschmann and B. DeBary.  
The course will provide both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized

and maintained, and the relationship between "Japan" as object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.

**[HIST 691 Chinese Historiography and Source Materials**  
4 credits. Prerequisite: permission of instructor. Not offered 1994-95.  
C. A. Peterson.]

**[HIST 693 Problems in Modern Chinese History**  
Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95. Next offered 1995-96.  
S. Cochran.]

**[HIST 694 Problems in Modern Chinese History (also History 499)**  
Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95. Next offered 1995-96.  
S. Cochran.]

**HIST 695 Early Southeast Asia: Graduate Proseminar**  
Fall. 4 credits.  
D. K. Wyatt.  
Introduction to the history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 395, and they will meet separately as a group to further explore selected topics.

**HIST 696 Modern Southeast Asia: Graduate Proseminar**  
Spring. 4 credits.  
T. Shiraishi.  
Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.

**[HIST 697 Seminar in Southeast Asian Paleography**  
4 credits. Not offered 1994-95.  
D. K. Wyatt.]

**HIST 791-792 Seminar in Medieval Chinese History**  
791, Fall; 792, Spring. 4 credits each term.  
Prerequisite: permission of instructor.  
C. A. Peterson.

**[HIST 793-794 Seminar in Modern Chinese History**  
793, fall; 794, spring. 4 credits each term.  
Prerequisite: permission of instructor. Not offered 1994-95.  
S. Cochran.]

**[HIST 795 Seminar in Modern Southeast Asian History**  
Fall. 4 credits. Permission of the instructor. Not offered 1994-95.  
T. Shiraishi.  
The seminar examines nineteenth- and twentieth-century southeast history. Organizational meeting on Wednesday, 2:30-4:00 in the first week.]

**[HIST 796 Seminar in Southeast Asian History**  
Spring. 4 credits. Prerequisite: reading knowledge of relevant languages. Not offered 1994-95. Next offered 1995-96.  
D. K. Wyatt.]

**[HIST 798 Seminar in Japanese Thought**  
Spring. 4 credits. Prerequisite: reading knowledge of Japanese. Not offered 1994-95.  
J. V. Koschmann.]

## Near Eastern History

**[HIST 248 Islamic History: 1258-1914 (also NES 258 and Religious Studies 258) @ #**  
Spring. 3 credits. Not offered 1994-95.  
L. Peirce.]

**[HIST 254 Islamic History: 600-1258 (also NES 257 and Religious Studies 257)**  
Fall. 3 credits. Not offered 1994-95. Next offered 1995-96.  
D. Powers.

A survey of Islamic History from the lifetime of the Prophet to the Mongol conquest of Baghdad. Topics to be covered will include the emergence of Islam as a major world religion; the impact of the Arab conquests on the Mediterranean world; political, military, and cultural contacts between the Islamic Near East and Western Europe.]

**[HIST 315 Queen of Cities: Byzantine Constantinople, Ottoman Istanbul (also NES 350, Class 352, Rel St. 352)**  
Spring. 4 credits. Not offered 1994-95.  
T R 11:40-12:55. L. Peirce and C. Rapp.  
This course studies the city of Constantinople/Istanbul as both imperial capital and urban community. We will trace the evolution of the city from its foundation by Constantine the Great as New Rome, through its role as the political and religious center of the Byzantine Empire, to its reinterpretation and reinvention as Istanbul, the capital of the Ottoman Empire. The course seeks to examine the historic unity of the city by examining continuity and change across the traditional boundaries of religion, ethnicity and political system.]

**HIST 317 Politics and Culture in Late Medieval Central Asia and the Near East (also NES 353)**  
Fall. 4 credits.

T R 11:40-12:55. L. Peirce.  
This course explores the phenomenon of the "military patronage state." This term has been used to describe the combination of a ruling class organized for conquest and conspicuous cultural patronage characteristic of the states established by the Mongols, Timurids, Mamluks, and early Ottomans. Two other notable features of these states that we shall examine are the close ties that existed between rulers and sufi saints and the prominence of women in politics and cultural production. Wherever possible, readings will emphasize primary sources in translation.

**HIST 372 Introduction to Islamic Law (also HIST 652, NES 351, NES 651, REL ST 350)**  
Spring. 4 credits.

T R 1:25-2:40. D. Powers.  
After surveying the historical development of Islamic Law, the seminar will focus on the structure and function of the Islamic legal system in the fourteenth and fifteenth centuries, using legal documents, judicial



opinions, and court cases (all in English translation!) to elicit major themes and issues.

**[HIST 378 Between Islam and the West (also NES 354)]**

Spring. 4 credits. Enrollment limited to 25 students. Not offered 1994-95.  
D. Menashri.]

**[HIST 437 Sexuality, Society, and the State in the Near East (also NES 456, NES 657, HIST 657 and Women's Studies 455, Women's Studies 655)]**

Spring. 4 credits. Not offered 1994-95.  
L. Peirce.]

**[HIST 446 Ottoman History, 1300-1923 (also NES 458)]**

Fall. 4 credits. Not offered 1994-95.  
L. Peirce.]

**HIST 652 Introduction to Islamic Law (also HIST 352, NES 351, NES 651, REL ST 350)**

Spring. 4 credits.  
T R 1:25-2:40. D. Powers.

After surveying the historical development of Islamic Law, the seminar will focus on the structure and function of the Islamic legal system in the fourteenth and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation!) to elicit major themes and issues.

## Ancient European History

**HIST 151 Introduction to Western Civilization #**

Fall. 4 credits.  
B. Strauss.

History 151 deals with the political, social, economic, cultural and intellectual development of Europe and the Ancient Near East from the dawn of civilization to the Reformation. Readings are selected from original sources (in translation) and accounts by modern historians.

**[HIST 265 Ancient Greece from Homer to Alexander the Great #**

4 credits. Open to freshmen. Not offered 1994-95. Next offered 1995-96.  
B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

**[HIST 268 A History of Rome from Republic to Holy City #**

4 credits. Open to freshmen. Not offered 1994-95.  
B. Strauss.

A survey of Rome from the founding of the Republic to the end of the Western Empire. The focus is on the Roman conquest of the Mediterranean world and on the cultural reconquest of Rome by the vanquished. Roman politics, peasant society, Imperialism, and propaganda are the main topics of the first half. The government of the Caesars, society during the Roman peace, and the fertile interaction of Romans, Jews, and Greeks that produced Christianity are the main topics of the second. Readings in translation

include Cicero, Polybius, Livy, Tacitus, Plutarch, and Saint Augustine.]

**[HIST 452 The Tragedy of Classical Athens, 462-404 B.C. #**

4 credits. Prerequisite: History 265 or permission of instructor. Not offered 1994-95.  
B. Strauss.

The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

**[HIST 453 Crisis of the Greek City-State, 415-336 B.C. #**

4 credits. Prerequisite: History 266 or permission of instructor. Not offered 1994-95.  
B. Strauss.]

**[HIST 455 The Family and Politics in Ancient Greece and Rome #**

4 credits. Prerequisite: History 265, 268, or 461 or permission of instructor. Not offered 1994-95.  
B. Strauss.]

**[HIST 461 The Greco-Roman World in Late Antiquity and Early Byzantine Times, A.D. 306-565 #**

Not offered 1994-95. Next offered 1995-96.]

**HIST 463 Gender and Politics in the Roman World (also CLASS 463)**

Fall. 4 credits.  
M 2:30-4:30. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: Was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? What role does gender have in Roman political discourse and ideology? Why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?

**HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480)**

Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor.  
J. Ginsburg.  
For description, see Classics 480.

**[HIST 630 Topics in Ancient History**

Fall. 4 credits. Not offered 1994-95.  
B. Strauss.]

## Medieval, Renaissance, and Early Modern European History

**HIST 152 Introduction to Western Civilization #**

Spring. 4 credits.  
R. L. Moore and M. Steinberg.  
For description see Modern European History.

**HIST 257 English History from Anglo-Saxon Times to 1485 #**

Spring. 4 credits.  
M W F 11:15-12:05. P. R. Hyams.  
A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on

land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns and commerce). The approach will be comparative within a context of contemporary European developments. The course offers students who wish to work on their writing skills an opportunity to do so, especially in the second paper.

**[HIST 259 The Crusades # @**

4 credits. Not offered 1994-95.

P. R. Hyams.]

**HIST 263 The Earlier Middle Ages (also Religious Studies 263) #**

Spring. 4 credits.  
M W F 12:20-1:10. J. J. John.

A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

**HIST 264 The High Middle Ages #**

Fall. 4 credits.  
M W F 11:15-12:05. P. R. Hyams.  
A survey of medieval civilization 1100-1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention will be paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.

**[HIST 349 Early Modern England**

4 credits. Not offered 1994-95. Next offered 1995-96.

R. Weil.

This course will explore the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We will examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution and the invention of liberalism. Emphasis on close reading of contemporary sources, from autobiography and drama to political theory.]

**HIST 350 The Italian Renaissance #**

Fall. 4 credits.  
J. M. Najemy.  
An exploration of intellectual, cultural, religious, and political developments in Italy from the crisis of the communes in the time of Dante and Marsilius, through the several stages of Italian humanism from Petrarch to Alberti to Pico, down to the generation of Machiavelli and Castiglione. The course will seek to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, learning, culture, language, and the role of intellectuals in politics and society. Emphasis will be placed on the close reading of primary sources and on issues of interpretation.

**[HIST 351 Machiavelli #**

Spring. 4 credits. Not offered 1994-95.  
J. M. Najemy.

This course will present Machiavelli in a variety of historical and interpretive contexts. European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512-13; the intellectual traditions of

Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the remarkable generation of political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis will be placed on a close reading of the major works (include the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.]

**[HIST 361 The Culture of Renaissance I (also History of Art 350 and Comparative Literature 361)]**

Fall. 4 credits. Not offered 1994-95.

C. Lazzaro, J. Najemy.

An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Using the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, Pietro Aretino, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Durer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)]

**[HIST 364 The Culture of the Renaissance II (also Comparative Literature 362 and English 325)]**

Spring. 4 credits. Not offered 1994-95.

C. Kaske, W. Kennedy.]

**[HIST 365 Medieval Culture, 400-1150 (also Religious Studies 365)] #**

Spring. 4 credits. Prerequisite: History 263 or permission of instructor. Not offered 1994-95. Next offered 1995-96.

J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

**HIST 366 Medieval Culture, 1100-1300 #**

Spring. 4 credits. Prerequisite: History 264 or permission of instructor.

T R 2:55-4:10. J. J. John.

The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.

**[HIST 368 Marriage and Sexuality in Medieval Europe # (also Wom St. 368)]**

Spring. 4 credits. Not offered 1994-95. Next offered 1995-96.

P. R. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the

course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.]

**HIST 369 The History of Florence in the Time of the Republic, 1250-1530 #**

Spring. 4 credits.

J. M. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici to the time of Machiavelli. Economic structures and social classes, corporate politics, family history, and political and historical ideas are considered in the context of the emergence and transformation of republican government.

**[HIST 371 History of England under the Tudors and Stuarts #**

4 credits. Not open to freshmen except by permission of instructor. Not offered 1994-95.]

**[HIST 374 War, Trade, and Empire, 1500-1815 #**

Spring. 4 credits. Not offered 1994-95.

D. A. Baugh.

Maritime enterprise, imperial policy, and naval power in the age of expansion. The rise and decline of the Portuguese and Spanish empires are considered, but the emphasis is on English, French, and Dutch rivalry in the Atlantic and Caribbean.]

**[HIST 377 Gender in Early Modern Europe (also Women's Studies) @ #**

Spring. 4 credits. Enrollment limited to 30.

Not offered 1994-95. Next offered 1995-96.

R. Weil.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?]

**[HIST 405 Population and History**  
Not offered 1994-95.]

**HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 #**

Spring. 4 credits. No prerequisites; History 263 or 264 would help.

W 7:30-9:30 p.m. P. R. Hyams.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.

**[HIST 409 Seminar on Work in Europe and America**

4 credits. Not offered 1994-95.

For description see Comparative History.]

**[HIST 427 Power and Society in Early Medieval Europe and Japan**

Fall. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor. Not offered 1994-95.

P. Hyams, J. Piggott.

This seminar will focus on structures, processes, and practices of society in early medieval Europe and Japan. It will provide a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We will also be interested in comparing historiographical methodologies employed and issues considered by historians of these societies.

The nature of power and authority and characteristic organizational practices, including kingship, land tenure, status systems, and religious and military structures; the formation of ideology through art, ritual, literature, and law; and various means of linking center and periphery in these societies will be topics for discussion.]

**[HIST 436 Conflict Resolution in Medieval Europe #**

4 credits. Not offered 1994-95. Next offered 1995-96.

P. R. Hyams.]

**HIST 447 Crusaders and Chroniclers**

Fall. 4 credits.

W 7:30-9:30 p.m. P. Hyams.

An intensive reading seminar offering a natural progression from History 259 *The Crusades*. It will examine contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in History 259 and to study medieval historiography through whole chronicles and other primary sources.

**[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #**

Not offered 1994-95.]

**[HIST 461 The Greco-Roman World in Late Antiquity and Early Byzantine Times, A.D. 306-565 #**

4 credits. Prerequisite: History 263, 265, or 268 or permission of instructor. Next offered 1995-96.

B. Strauss.]

**HIST 468 Undergraduate Seminar in Renaissance History #**

Spring. 4 credits.

J. M. Najemy.

A comparative critical examination of the major European theorists of politics and the idea of the state from the interpreters of Aristotle in the thirteenth and fourteenth centuries, chiefly Marsilius of Padua, to the fifteenth-century civic humanists, and to Machiavelli and other sixteenth century writers. Readings include both primary texts and secondary criticism.

**[HIST 469 Emergence of the English State, 1530-1730 #**

4 credits. Not offered 1994-95.

D. Baugh.]

**[HIST 481 The English Revolution #**

Spring. 4 credits. Not offered 1994-95.

R. Weil.

Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course will explore the political, cultural, religious and social dimensions of the English Revolution, using mostly primary sources.]

**[HIST 496 Theorizing the Public Sphere (also Comparative Literature 496 and German Studies 496)]**

Fall. 4 credits. Not offered 1994-95.  
P. Hohendahl.

The recent translation of Jurgen Habermas's *The Structural Transformation of the Public Sphere* into English has renewed the debate about the nature and significance of the public and publicity, about public communication and the media. This discussion has centered around the history of the public sphere in modern society and its relevance for contemporary culture and politics. The seminar discussion will deal with contemporary as well as historical topics, among them the significance of class, gender, and race for the construction of the public sphere, the possibility of shared cultures in advanced industrial societies, and the character of public communication under the conditions of the new media. The reading will focus on three seminal texts, namely Hannah Arendt's *The Human Condition* (1958), Jurgen Habermas's *The Structural Transformation of the Public Sphere* (1962), and Oskar Negt's/Alexander Kluge's *Public Sphere and Experience* (1972). The discussion will also include readings from Richard Sennett and Reinhart Koselleck. Finally, special attention will be given to the recent debate about the history and function of the public sphere, which was collected in Craig Calhoun's volume *Habermas and the Public Sphere* (1992) with contributions (among others) by Thomas McCarthy, Nancy Fraser, Mary P. Ryan, Geoff Eley, and Jurgen Habermas.]

**[HIST 651 Old English Literature in Its Historical Context]**

Spring. 4 credits. Not offered 1994-95.  
T. D. Hill, P. R. Hyams.

This graduate course, cross-listed with English 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History*, and *Battle of Maldon* and Aelfric's *Colloquies*, and selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies and wisdom literature will all come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.]

**[HIST 653 Medieval England-Britain-Europe #]**

4 credits. Not offered 1994-95.  
P. R. Hyams.]

**HIST 663 Graduate Seminar in Renaissance History**

Fall. 4 credits. Open to undergraduates with permission of instructor.  
J. M. Najemy.

**HIST 664-665 Seminar in Latin Paleography**

664, fall; 665, spring. 4 credits each term.  
TBA. J. J. John.

**HIST 666 Seminar in Medieval History**

Fall. 4 credits.  
TBA. J. J. John.

**[HIST 670 Political Culture in Early Modern Europe @ #]**

4 credits. Not offered 1994-95.  
R. Weil.]

**Modern European History**

**HIST 152 Introduction to Western Civilization (1600 to the end of World War II) #**

Spring. 4 credits.  
M W 10:10-11:00 and sect. R. L. Moore and M. Steinberg.

This course offers a comparative perspective on the development of modern states, societies, and cultures in Europe and North America. Topics considered include the Protestant Reformation, economic organization, comparative revolutions, and the politics of race and immigration.

**[HIST 218 The Russian Military Effort and Foreign Policy #]**

3 credits. Not offered 1994-95.  
W. M. Pintner.]

**HIST 229 A History of European Childhood #**

Fall. 4 credits.  
M W F 1:25-2:15. N. Karwan Cutting.  
Surveys the history of childhood in Europe from the mid-seventeenth century to the present. Comparisons are made across Western, Eastern, and Mediterranean European societies. The course delineates those cultural, demographic, religious, political, and economic factors that shaped childhood, both in periods of transition and in times of violent instability. Changing perceptions of childhood are treated in the context of, for example: religious conflict, urbanization, developments in science and technology, war, and occupation. (All readings are in English.)

**[HIST 242 Europe since 1789 #]**

Fall. 4 credits. Not offered 1994-95.  
M. P. Steinberg.  
An introduction to major themes, problems, and interpretations in the making of modern Europe from the industrial and French revolutions of the late eighteenth century to the collapse of the Soviet Union and the second unification of Germany in 1989-90. Focus is on the varying forms of revolution and political movements, on the interaction of politics and culture, on the interplay of public and private life. Readings include primary works in social and political theory as well as literature.]

**[HIST 252 Russian History to 1800 #]**

4 credits. Not offered 1994-95.  
W. M. Pintner.  
The origin and development of the fundamental social, political, economic, and cultural institutions that have determined the nature of contemporary Russian society.]

**[HIST 253 Russian History since 1800 #]**  
Spring. 4 credits. First preference will be given to students who have taken History 252 if enrollment is limited. Not offered 1994-95.  
W. M. Pintner.

Nineteenth- and twentieth-century Russia, with emphasis on the major social, political, and economic changes that have transformed Russia since the mid-nineteenth century.]

**HIST 258 English History from the Revolution of 1688 to the Present #**

Fall. 4 credits.  
T R 1:25-2:40. D. A. Baugh.

An introductory course encompassing political, social, economic, cultural and intellectual development of Europe and the Ancient Near East from the dawn of civilization to the Reformation. Readings are selected from original sources (in translation) and accounts by modern historians.

**HIST 290 Twentieth-Century Russia and the Soviet Union**

Spring. 4 credits.  
B. Walker.  
This course surveys the major social, political, economic, and cultural developments in Russian and Soviet history from the turn of the century to the present day.

**HIST 353 Nineteenth-Century European Intellectual History #**

Fall. 4 credits.  
T R 10:10-11:25. D. LaCapra.  
The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; and the relation between literature and social thought. Readings include Tocqueville, Mill, Hegel, Marx, Flaubert, Dostoevsky, Nietzsche, and Durkheim.

**[HIST 354 Twentieth-Century European Intellectual History (also Comparative Literature 340)]**

4 credits. Not offered 1994-95.  
D. LaCapra.]

**HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries #**

Spring. 4 credits.  
S. L. Kaplan.  
A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.

**[HIST 356 The Era of the French Revolution and Napoleon #]**

4 credits. Not offered 1994-95. Next offered 1995-96.

S. L. Kaplan.  
A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.]

**[HIST 357 Survey of German History, 1648-1890 #]**

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1994-95.  
I. V. Hull.  
An examination of the social, political, intellectual, and diplomatic history of the

German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, and the struggle for unification, to the beginning of the modern industrial state.]

**[HIST 358 Survey of German History, 1890 to the Present**

4 credits. Open to freshmen with permission of instructor. Not offered 1994-95.

I. V. Hull.

The "German problem" is examined. Major topics include tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918-1919; unstable Weimar democracy and the rise of nazism; the Nazi state; World War II; and the two Germanies.]

**[HIST 362 European Cultural History, 1815-1870 #**

4 credits. Not offered 1994-95.

M. P. Steinberg.]

**HIST 363 European Cultural History, 1870-1945**

Spring. 4 credits.

M. P. Steinberg.

This course will focus on problems of modernity, identity, and ideology in Germany, France, and England. Works of Wagner, Nietzsche, Manet, George Eliot, Freud, and Benjamin will be analyzed in cultural and political contexts.

**HIST 379 War and Society: The Origins of the First World War, 1870-1919 #**

Spring. 4 credits. Open to freshmen with permission of instructor.

M W F 11:15-12:05 and sect. I. V. Hull, W. M. Pintner, D. Baugh.

The First World War destroyed the European world: its hegemony in international politics, its international balance, its social and economic structures, its intellectual certainties. This course examines the long-term and immediate causes of this cataclysm, with special focus on the relations between the various countries' domestic politics and their foreign policies, the changing balance of power, economic rivalries, imperialism, the growth of extreme nationalism, and the arms race. It ends by considering why the war was so long and destructive and why, afterwards, no one could put the pieces back together again.

**HIST 380 Social History of Western Technology**

Spring. 4 credits.

For description see History of Science.

**HIST 381 The Social and Cultural Construction of Printed Pictures in Europe (16th-18th Centuries)**

Spring. 4 credits.

M W F 1:25-2:15. N. E. Karwan Cutting. Pictures, printed on paper from wood blocks or metal plates, provided illiterate as well as literate men, women, and children with views of their world and their past, their leaders and their enemies, their saints and their martyrs throughout early modern Europe. This course addresses how these images were manufactured and emphasizes the history of a little-known workforce, often anonymous and popular. Secondly, it introduces a variety of analytical interpretations that both contextualize the printed picture as an historical document and suggest the range of approaches in recent historical literature.

Drawing upon original sources in the Cornell University Library, topics include the dissemination of early printed pictures, representations of scholars, saints, and demons in Reformation prints, the printers of engraved images, the gendering of images in pictures and texts, the status and professional rivalries among engravers, Enlightenment illustrations, and political caricature during the French Revolution, as well as the over-arching problems of visual propaganda and censorship. French, German, and English printed pictures will be emphasized. All required readings are in English.

**HIST 383 Europe, 1900-1945**

Fall. 4 credits.

J. H. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.

**[HIST 384 Europe, 1945-1968**

Fall. 4 credits. Not offered 1994-95. Next offered 1995-96.

J. H. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposition movements in Eastern Europe, and the general upheaval of 1968.]

**[HIST 385 Europe in 20th Century: 1968-1990**

Spring. 4 credits. Not offered 1994-95. Next offered 1995-96.

J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics will include the effects of economic turnaround in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.]

**[HIST 405 Population and History**

4 credits. Not offered 1994-95.]

**[HIST 406 The People in the French Revolution #**

Spring. 4 credits. Not offered 1994-95. Next offered 1995-96.

S. L. Kaplan.

The Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course will focus on the people as actors: their collective memory,

their ideologies, their repertoire of intervention, the formation of a popular political culture. It will examine the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme will be the tension between the ambitions to achieve liberty and equality.]

**[HIST 409 Seminar on Work in Europe and America**

4 credits. Not offered 1994-95.

For description see Comparative History.]

**HIST 435 Collective Action and Politics in Modern Europe (also Government 435)**

Fall. 4 credits.

S. L. Kaplan, S. Tarrow.

This is an interdisciplinary seminar examining the causes, dynamics, and outcomes of social movements in modern and contemporary Europe and America. Ranging from the carnivalesque uprisings, grain seizures, and tax revolts of early modern Europe, to the revolutions of the late eighteenth century, to the ethnic, civil rights, and women's collective action of recent decades, these movements have deeply marked the development of contemporary states and societies. Cases will be drawn mainly from Western Europe and the United States, with ventures into Eastern Europe. Our ambition is to assess the ways in which popular politics both shaped and were shaped by the development of the modern State and economy.

**[HIST 441 Seminar in the European Enlightenment #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

I. V. Hull.]

**[HIST 450 Seminar in European Imperialism #**

4 credits. Open to upper-level undergraduates. Prerequisite: permission of instructor. Not offered 1994-95.

I. V. Hull.]

**[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #**

4 credits. Not offered 1994-95.]

**[HIST 456 Seminar in European Cultural History**

Spring. 4 credits. Not offered 1994-95.

M. P. Steinberg.]

**[HIST 457 Seminar in European Fascism**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

I. V. Hull.]

**HIST 459 The Making of the English Ruling Class #**

Fall. 4 credits.

M 2:30-4:30. D. A. Baugh.

Perspectives on the landed aristocracy's continuing domination of politics and society. Topics include politics and political culture, social philosophy, aristocratic mores, the condition of the poor, and the role of London. Readings are drawn from modern historians and from the period.

**[HIST 464 Russian Social History #**

Spring. 4 credits. Prerequisite: one semester of Russian history or permission of instructor. Not offered 1994-95.

W. M. Pintner.

Examines the development of major social groups throughout Russian history in the



sixteenth and twentieth centuries and compares them to similar groups in other societies.]

**HIST 467 Seminar in Modern European Political History**

Spring. 4 credits. Permission of the instructor required.

J. H. Weiss.

Topic for 1994: The Politics of the European Past. The course will investigate the role of historical memory and commemoration in contemporary European political history, with some attention to the American case, and considerable use of evidence from the cinema. How was public memory shaped by political conflict? How did events such as the French Revolution, Nazi genocide, and the antifascist Resistance become sites of the struggle to influence the present?

**[HIST 470 Social and Cultural History of Contemporary Europe**

4 credits. Prerequisite: one course on contemporary Europe or permission of instructor. Not offered 1994-95. Next offered 1995-96.

J. H. Weiss.

Topic: the "other Europe": language, culture, and nation among the minority peoples of Europe. A comparative investigation of the development of the cultural and historical identity of non-dominant European ethnic groups and their relation to the formation and policies of European national states: the Basques, the Welsh, the Catalans, the Bretons, the Occitans, the Gaelic Irish, the Faroese, the Gypsies, the Romansh, and others. The course will combine historical, literary, and sociolinguistic approaches.]

**[HIST 474 Topics in Modern European Intellectual History**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

D. LaCapra.]

**[HIST 476 Documenting the Depression: Film, Literature, and Memory**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95. Next offered 1995-96.

J. H. Weiss.

Social and intellectual history of Britain and America in the 1930s with special attention to modes of documentary expression and to subjects lending themselves to treatment by film or oral history: work, popular culture, changes in urban and rural communities, family life, and poverty.]

**[HIST 477 Seminar on the Politics of the Enlightenment #**

Spring. 4 credits. Not offered 1994-95. Next offered 1996-97.

S. L. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.]

**[HIST 478 Seminar in Eighteenth-Century French Social History #**

4 credits. Not offered 1994-95.

S. L. Kaplan.]

**HIST 480 Twentieth-Century Britain**

Spring. 4 credits. Open to sophomores, juniors, and seniors.

M 2:30-4:30. D. A. Baugh.

A seminar course, focusing on political and social history. The main emphasis is on the two world wars and their role in British economic and imperial decline. The course also looks at some great personages—Lloyd George, Churchill, and Bevin—and the major political and social transitions, taking departure from Edwardian era.

**[HIST 485 The Historical Origin of the Post-Soviet Successor States**

4 credits. Not offered 1994-95.

W. M. Pintner.]

**HIST 490 Social and Cultural History of the Soviet Intelligentsia**

Fall. 4 credits. Prerequisites: a course in Russian/Soviet history, literature, or politics, or consent of the instructor.

T 2:30-4:30. B. Walker.

This seminar examines the formation and history of the Soviet educated elite, with particular attention to its relations with Soviet power. Members of this group under discussion include writers, lawyers, educators, engineers, scientists, students, and others.

**[HIST 498 German Cultural and Social Theory, 1870-1945**

4 credits. Prerequisite (for undergraduates): History 363 or instructor's permission. Not offered 1994-95.

M. P. Steinberg.]

**HIST 605 Graduate Seminar in European Cultural and Intellectual History (also German Studies)**

Fall. 4 credits.

M. P. Steinberg.

The topic this semester will be the construction of history, memory, and identity, among German Jewish intellectuals in the period of the Weimar Republic. Concentrated readings of Franz Rosenzweig, Walter Benjamin, Leo Strauss, and Ernst Kantorowicz, and possibly others according to student interest.

**[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also German Studies 635)**

4 credits. Anchor course. Not offered 1994-95.

P. U. Hohendahl.

The seminar will focus on Germany's entry into the modern age represented by authors such as Heine, Büchner, Feuerbach, and Marx. The course will deal with the cultural, political, and social consequences of the Enlightenment, among them the democratization of literature and culture, the politicization of philosophy, and the emancipation of underprivileged groups (women and working class). The readings will trace the formation of bourgeois culture and its contradictions as they are articulated by the writers of Young Germany, the Left Hegelians, and radical literati of the 1840s. In addition to the authors mentioned above, readings will be taken from the works of Bettina von Arnim, Börne, Grabbe, Hebbel, and Fanny Lewald.]

**[HIST 655 Seminar in Eighteenth-Century British History**

4 credits. Not offered 1994-95.

D. A. Baugh.]

**[HIST 656 Seminar in Nineteenth-Century British History**

4 credits. Not offered 1994-95.

D. A. Baugh.]

**[HIST 661 Graduate Seminar in Twentieth-Century German History**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

I. V. Hull.]

**[HIST 671 Seminar in the French Revolution**

Not offered 1994-95.

S. L. Kaplan.]

**HIST 672 Seminar in European Intellectual History**

Fall. 4 credits.

D. LaCapra.

**HIST 673 Seminar in European Intellectual History**

Spring. 4 credits.

D. LaCapra.

**[HIST 674 Graduate Seminar in German History, 1770-1918**

Fall and spring. 4 credits each term. Not offered 1994-95.

I. V. Hull.

This course explores selected topics in the political, social, and cultural history of Germany from 1770 to 1918. It is designed to introduce graduate students to the history and historiography of modern Germany and to allow those with sufficient preparation to pursue directed research during the semester.]

**[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and German Studies 675)**

4 credits. Not offered 1994-95.

P. U. Hohendahl.

The death of Theodor W. Adorno in 1969 marked the end of classical Critical Theory. During the following decade his students and disciplines moved in different and conflicting directions. In this country only the project of Jürgen Habermas has received serious and consistent attention. However, the German configuration of the 1980s is considerably more complex. The seminar examines the writings of H. M. Enzensberger, Habermas, O. Negt, A. Kluge, P. Bürger, A. Wellmer, and C. Dahlhaus. Their works range from the social and political theory to aesthetic theory, as well as literary and music criticism.]

**[HIST 677 Seminar in Russian History**

Spring. 4 credits. Not offered 1994-95.

W. M. Pintner.]

**HIST 678 Seminar in Modern European Social History**

Spring. 4 credits. Permission of instructor required.

J. H. Weiss.

Topic: Social hierarchies and social solidarity. Studies in the history of stratification since 1815.

**[HIST 679 Seminar in European Social History**

Not offered 1994-95.

S. L. Kaplan.]

**HIST 750 European History Colloquium**

Fall and spring. 4 credits, each term.

Fall: S. Kaplan, B. Strauss; spring:

J. Najemy, M. Steinberg.

A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars.

**Honors and Research Courses**

Note: History 301-302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

**HIST 301 Supervised Reading**

Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor.

**HIST 302 Supervised Research**

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor.

**HIST 400 Honors Proseminar**

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register.

Fall: M. Kammen; Spring: S. L. Kaplan.

An examination of major approaches to historical inquiry and analysis. Masterworks of historical writing (traditional as well as recent) will be discussed. There will be one short essay and a longer paper (a study of the work of one major historian). The readings will be drawn from all time periods and diverse cultures.

**HIST 401 Honors Guidance**

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

**HIST 402 Honors Research**

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

**HIST 703-704 Supervised Reading**

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor.

**HIST 709 Introduction to the Graduate Study of History**

Fall. 4 credits. Required of all first-year graduate students.

M 4:00-6:00. I. V. Hull, M. B. Norton.

The course is designed to introduce entering graduate students to crucial issues and problems in historiography that cut across various areas of specialization.

**HISTORY OF ART**

C. Lazzaro, chair; K. Barzman, J. E. Bernstock, R. G. Calkins, H. Foster (graduate faculty representative), P. I. Kuniholm, L. L. Meixner (director of undergraduate studies), S. J. O'Connor, A. Ramage, S. Reiss, M. W. Young.

The Department of the History of Art provides a broad range of introductory and advanced courses in Western (European and American) and non-Western art (particularly East and Southeast Asian), from ancient times to the

present. Courses have various emphases: archaeology, artists, styles, themes, iconography (the study of subject matter), patronage, social history, and theoretical perspectives. The department offerings reflect the interdisciplinary nature of the subject and the importance of critical theory in interpreting works of art. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and paper assignments.

**The Major**

The major in history of art enables students to acquire a familiarity with the art of many different cultures and a deeper knowledge of selected periods and places. The major strengthens visual skills, analytic and interpretive ones, and reading and writing abilities. Students wishing to major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. One of the two courses required for entry into the major must concern material that is either predominantly before 1500 A.D. or non-Western. These two courses are prerequisites for the major and may not be counted toward fulfillment of the major requirements (grade of C or above is required for admission). Prospective majors should consult with the director of undergraduate studies. The major has requirements to ensure both breadth and depth, but it is also flexible enough to be tailored to each student's interests. In their junior and senior years, majors work closely with their advisers to determine their own course of study.

**Requirements for the Major**

The major in History of Art requires 36 credits, of which 30 must be at the 300-level or higher.

Majors should acquire a broad familiarity with the history of art in several chronological and geographical areas (in Western art: ancient, medieval, Renaissance and baroque, and modern; and in non-Western art: Chinese, Japanese, Southeast Asia, or other areas that are occasionally taught in the department). The department does not offer a sweeping survey of Western art, because such a course provides only a very superficial knowledge, but it encourages students to gain experience with several areas in the history of art. The major requires at least one course in an area from ancient through baroque art, one course in modern art, and one in non-Western art.

Majors must in addition develop a thorough knowledge of at least two and preferably three areas in the history of art. By studying them on progressively more advanced levels, students will also acquire facility with the tools and methods of the discipline of art history. The major requires two sequences of courses, each in a different area. A sequence is two courses in the same area, the second at a higher level than the first, as in a 200- and 300-level course or a 300- and 400-level course. One seminar (400- or 500-level course) is also required for the major.

Majors will acquire an understanding of different approaches in the history of art, such as connoisseurship, iconography, and various methods informed by poststructuralist theories for the analysis of works of art. Majors are required to take the proseminar, which is a survey of methods and historiography, normally taken in the fall of their junior year. They are also encouraged to take at least one additional course that will develop their knowledge and skills in one method of the

study of art (as in museum issues and dendrochronology) or their understanding of critical discourses (art criticism since the nineteenth century, psychoanalytic, marxist, feminist, and postmodern criticism).

The history of art is intrinsically interdisciplinary and various other disciplines are necessary complements for understanding of works of art in their historical and cultural contexts. Therefore, majors are encouraged to take related courses in history of architecture, history, literature, critical theory, studio art, etc. Majors are also encouraged to study foreign languages related to their principal interests in art, particularly if they are considering graduate study. In addition to the 36 credits, the major also requires two courses in related areas, approved by the adviser, or two additional courses in the department.

**Honors**

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and a cumulative average of B in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

**Course Numbering System**

100-level courses are all freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western and non-Western art and they often have large enrollments.

300-level courses are more specialized, and some have the introductory course in the appropriate area as a prerequisite. Freshmen are advised to take the introductory courses unless they already have substantial background in the history of art.

400-level courses are upper-level seminars, primarily for undergraduates, although graduate students in the history of art and other fields also take them.

500-level courses are primarily graduate seminars, which undergraduates may also take.

**Freshman Writing Seminars**

For Freshman Writing Seminar offerings in the History of Art, see the John S. Knight Writing Program's special brochure. These courses may be used as freshman electives but not to satisfy the distribution requirement.

**Courses****ART H 202 Survey of European Art: Renaissance to Modern #**

Summer only. 3 credits. Staff.

The major traditions and movements in western European art from the Renaissance to the Modern period. Painting, sculpture, and architecture.

**ART H 220 Introduction to Classical Archaeology (also Classics 220) #**

Spring. 3 credits.

J. Coleman.

For description, see Classics 220.

**[ART H 221 Introduction to Art History: Minoan-Mycenaean Art and Archaeology (also Classics 221 and Archaeology 221) #**

3 credits. Note: Students may not obtain credit for both this course and Classics 319.

Not offered 1994-95.

J. Coleman.]

**[ART H 224 Archaeology in Action I (also Classics 232 and Archaeology 232) #**

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1994-95.

P. I. Kuniholm.]

**[ART H 225 Archaeology in Action II (also Classics 233 and Archaeology 233) #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1994-95.

P. I. Kuniholm.]

**ART H 230 Introduction to Art History: Monuments of Medieval Art (also Religious Studies 230) #**

Spring. 3 credits.

R. G. Calkins.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

**ART H 245 Introduction to Art History: Renaissance and Baroque Art #**

Fall. 3 credits.

K. Barzman.

A survey of selective works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on major artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies from connoisseurship and iconography to deconstructive approaches drawing on psychoanalysis and semiotics. This course is committed to improving student writing as well as teaching how to look at works of art.

**ART H 260 Introduction to Art History: The Modern Era**

Fall. 3 credits. Not open to students who have taken History of Art 261.

J. E. Bernstock.

A discussion of the most important developments in European art from 1780 to 1940. The emphasis is on major movements and artists such as Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (van Gogh, Cezanne), Cubism (Picasso), Fauvism (Matisse), and Surrealism (Miro).

**ART H 261 Introduction to Art History: Modern Art**

Summer only.

Staff.

An introduction to the major artists and masterpieces of the nineteenth and twentieth centuries, presented through lecture, video, and class discussion. Central figures include the Impressionists and the Cubists. Students also work with images on view at the Herbert F. Johnson Museum of Art.

**ART H 262 Introduction to Art History: The Modern Era Seminar**

Fall. 1 credit. Concurrent enrollment in Art H 260. Enrollment is limited.

Staff.

A weekly seminar that may be taken in conjunction with History of Art 260 to provide further exploration of selected developments in modern art. The class involves extensive discussion and a term paper related to the seminar topic.

**ART H 265 Art from 1940 to 1990**

Spring. 3 credits.

J. E. Bernstock.

Major artists and movements in the United States since 1940, beginning with Jackson Pollock and Abstract Expressionism, and continuing through recent developments in art. Attention is devoted to the critical reception that artists have received and to the artists' statements themselves.

**ART H 267 Art from 1940 to 1990: Seminar**

Spring. 1 credit. Prerequisite: concurrent enrollment in Art H 265. Enrollment is limited.

Staff.

A weekly seminar that may be taken in conjunction with History of Art 265 to provide further exploration of selected developments in contemporary art. The class involves extensive discussion and a term paper related to the seminar topic.

**ART H 280 Introduction to Art History: Approaches to Asian Art @ #**

Fall. 3 credits.

S. J. O'Connor.

Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis rather than broad survey, the student will gain some familiarity with the Japanese shadow-puppet theater, high-fired ceramics, Chinese landscape painting, Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.

**ART H 309 Dendrochronology of the Aegean (also Classics 309 and Archaeology 308)**

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students.

P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

**[ART H 312 Hispanic Aesthetics: Visual Vernacular (also HASP 312)**

3 credits. Not offered 1994-95.]

**[ART H 320 The Archaeology of Classical Greece (also Classics 320) #**

4 credits. Prerequisite: History of Art 220 or Classics 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**[ART H 322 Arts of the Roman Empire (also Classics 350) #**

4 credits. Prerequisite: History of Art 220 or permission of instructor. Not offered 1994-95.

A. Ramage.]

**[ART H 323 Painting in the Greek and Roman World (also Classics 323) #**

4 credits. Not offered 1994-95.

A. Ramage.]

**ART H 325 Greek Vase Painting (also Classics 325) #**

Fall. 4 credits. Prerequisite: previous enrollment in a History of Art or Classics course or permission of the instructor.

A. Ramage.

A stylistic and iconographical approach to an art in which the Greeks excelled. The course will be arranged chronologically from the early (eleventh century B.C.), anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles other than those of Athens will be stressed.

**ART H 326 Greek Cities and Towns (also Classics 326) #**

Spring. 4 credits. Prerequisite: History of Art 220 or Classics 220.

J. Coleman.

For description, see Classics 326.

**[ART H 327 Greek and Roman Coins (also Classics 327) #**

4 credits. Not offered 1994-95.

A. Ramage.]

**ART H 328 Greeks and Their Neighbors (also Classics 322) #**

Spring. 4 credits. Prerequisite: History of Art/Classics 220, or History of Art/Classics 221, or permission of the instructor.

A. Ramage.

A study of the archaeological and other evidence for the interaction between Greek civilization and the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C. The course will focus on Greek relationships with Egypt, the Levant, Anatolia, and the Etruscans in the post-Bronze period.

**[ART H 329 Greek Sculpture (also Classics 329) #**

4 credits. Not offered 1994-95.]

**ART H 332 Architecture in the Middle Ages (also Architecture 382, Religious Studies 332) #**

Fall. 4 credits.

R. G. Calkins.

A survey of medieval architecture from the Early Christian period to the Late Gothic (A.D. 300-1500). Considerable emphasis will be placed on the development of structural systems and upon the form, function, and meaning of important medieval buildings.

**[ART H 333 Early Medieval Art and Architecture #**

4 credits. Not offered 1994-95.

R. G. Calkins.]

**[ART H 334 Romanesque Art and Architecture #**

4 credits. Not offered 1994-95.

R. G. Calkins.]

**ART H 335 Gothic Art and Architecture (also Religious Studies 335) #**

Spring. 4 credits.

R. G. Calkins.

The architecture, sculpture, painting, stained glass, and manuscript illumination from 1140 to about 1450, primarily in France, but with reference to important manifestations of the Gothic style in England, Germany, Bohemia, and Italy.

**[ART H 336 Prelude to the Italian Renaissance (also Religious Studies 336) #**

4 credits. Not offered 1994-95.  
R. G. Calkins.]

**[ART H 337 The Medieval Illuminated Book #**

4 credits. Not offered 1994-95.  
R. G. Calkins.]

**[ART H 341 Flemish Painting #**

4 credits. Not offered 1994-95.]

**[ART H 342 Medieval and Renaissance German Art #**

4 credits. Not offered 1994-95.  
R. G. Calkins.]

**ART H 343 Italian Renaissance of the Fifteenth Century #**

Fall. 4 credits. Recommended: History of Art 245 or any Renaissance history or literature course.

C. Lazzaro.

This course examines the painting, sculpture, and architecture of the fifteenth century in Italy, including the works of Brunelleschi, Ghiberti, Donatello, Masaccio, Botticelli, Mantegna and many others. The development in Florence of a new style with an altered relationship to the visible world and influenced by the art and thought of classical antiquity is studied in its historical and cultural context. The course further examines the moral and political dimensions of this art, the transformation of its style and aims, and its transmission to other city-states in north and central Italy. Newly popular genres, among them portraiture and tomb sculpture, and subjects, such as secular and mythological themes, are considered as representations of this society's structures and values. Effective writing and critical thinking are stressed in student papers.

**[ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael #**

4 credits. Prerequisites: one or more of the following courses: History of Art 245, 343, 350, 351, or permission of the instructor. Not offered 1994-95.  
S. Reiss.]

**[ART H 345 Rome, Florence, and Venice in the Sixteenth Century #**

4 credits. Not offered 1994-95.  
C. Lazzaro.]

**ART H 348 Renaissance Art in Northern Europe: The Sixteenth Century #**

Spring. 4 credits.  
S. Reiss.

This course will examine the painting, sculpture, and printmaking of Northern Europe in the sixteenth century. The principal emphasis will be on art produced in the Netherlands, Germany, and France. Topics to be considered include conditions of patronage in different regions of Northern Europe, the impact of Italian traditions, and the development of specifically northern forms of artistic expression in religious and secular art, as well as in landscape, portraiture, and genre painting. Artists to be considered include Bosch, Bruegel, Durer, Grunewald, and the painters and sculptors of the School of Fontainebleau.

**[ART H 350 The Culture of the Renaissance I (also History 361 and Comparative Literature 361) #**

4 credits. Each student must enroll in a section. Not offered 1994-95.  
C. Lazzaro, J. M. Najemy.]

**[ART H 351 The Culture of the Renaissance II (also Comparative Literature 362, English 325, and History 364) #**

4 credits. Not offered 1994-95.  
C. Kaske, W. Kennedy.]

**[ART H 354 European Painting of the Seventeenth Century #**

4 credits. Not offered 1994-95.]

**ART H 355 Art as Spectacle: The Italian Baroque #**

Spring. 4 credits. Prerequisite: History of Art 245 or permission of instructor.

K. Barzman.

This course casts the Italian Baroque as a society of spectacle. Lectures and discussions will focus on frescoes, public sculpture, architecture, and the re-organization of urban space in Italian cities from the end of the Council of Trent (1563) through the papacy of Clement XII (1740). Emphasis will be placed on spectacular display, on the forms of address intended to guide and impress the viewer, and the various institutions and individuals served by this kind of cultural production.

**[ART H 357 European Art of the Eighteenth Century #**

4 credits. Not offered 1994-95.]

**ART H 360 Painting and Everyday Life in Nineteenth-Century America (also American Studies 360) #**

Fall. 4 credits. Prerequisite: History of Art 230, 245, or any 300 level History of Art course.

L. L. Meixner.

Nineteenth-century American paintings were carefully constructed to project an image of "exceptionalism," DeTocqueville's term for the social harmony and material abundance he considered unique to the New World. Embedded in these icons of national cohesion, however, were signs of race, class, and political conflict that we will decode through interdisciplinary methods. Our topical units include New England portraiture and the merchant economy, Hudson River landscape and corporate (railroad) patronage, images of African-Americans and Reconstruction, images of Native Americans, the West, and Manifest Destiny, domestic interiors and gender issues. Through these, we will challenge the assumption that American art celebrated democracy, and instead consider far more conflicted attitudes. Our key artists include John S. Copley, George Caleb Bingham, Winslow Homer, Lily Martin Spencer, Mary Cassatt, Thomas Eakins. Blending the form and content of democratic aesthetics, our readings include art historical texts and others by Poe, Emerson, and Whitman.

**[ART H 361 The Social History of Nineteenth-Century European Painting #**

4 credits. Prerequisite: One of the following: History of Art 230, 245, 354, 360 or permission of instructor. Not offered 1994-95.  
L. L. Meixner.]

**ART H 362 Impressionism and Society**

Spring. 4 credits. Prerequisite: One of the following: History of Art 230, 245, 354, 360 or permission of instructor.

L. L. Meixner.

This course discusses French Impressionism as it relates to nineteenth-century public life. Chief artists include Manet, Cassatt, Morisot, Degas, Pissarro, Monet, Seurat, Toulouse-Lautrec, and Van Gogh. Images are interpreted as cultural products of the Third Republic, with close attention to cafe and brothel society, middle-class leisure, *japonisme* and imperialism, workers' movements, and Le Bon's theory of crowds. Woven into historical discussions are more theoretical considerations of utopia, capital, pathology, and the public body. Overarching issues of class, gender, and power in urban Paris will be addressed through the writings of Baudelaire, Benjamin, Pollock, Jameson, and Zola.

**[ART H 364 American Art 1900-1940**

4 credits. Not offered 1994-95.]

**[ART H 366 Problems in Modernism: "Primitivism"**

4 credits. Prerequisite: History of Art 260 or permission of instructor. Not offered 1994-95.  
H. Foster.]

**[ART H 367 Problems in Modernism: "High" and "Low" Culture (also Comparative Literature 366)**

4 credits. Prerequisite: History of Art 260 or permission of instructor. Not offered 1994-95.  
H. Foster.]

**ART H 370 Visual Culture and Social Theory (also Government 375 and Comparative Literature 368)**

Spring. 4 credits.

H. Foster, S. Buck-Morss.

This course is designed as an introduction to some of the key concepts at work in the most innovative analyses of visual culture today—from new art histories through feminist critiques to cultural studies. Among other topics we will consider modern ideas of the aesthetic, Marxian and Freudian notions of the fetish, psychoanalytic accounts of the gaze, and feminist definitions of spectatorship in relation to sexuality. Lectures will include general expositions of such concepts as well as specific applications of them; there will also be section discussions.

**ART H 371 Architectural History of Washington, D.C.**

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects.

P. Scott.

A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism will be taught. Field trips required.

**[ART H 376 Painting and Sculpture in America: 1850-1950**

4 credits. Not offered 1994-95.]

**[ART H 380 Introduction to the Arts of China @#**

4 credits. Not offered 1994-95.  
M. W. Young.]



**[ART H 381 Buddhist Art in Asia @#**

4 credits. Not offered 1994-95.

S. J. O'Connor.]

**[ART H 383 The Arts of Early China @#**

4 credits. Not offered 1994-95.

M. W. Young.]

**[ART H 384 The Arts of Japan @#**

Fall. 4 credits.

M. W. Young.

A general introduction to the arts of Japan, intended to summarize the achievements of the Japanese in such areas as architecture, gardens, painting, and sculpture. Although the course will follow a general chronological pattern, the arts will be approached topically, with special concentration on developments in the later periods of Japanese history, with particular emphasis on the arts related to Zen Buddhism. The tea ceremony, ceramics, and the minor arts will receive special attention through study of the Herbert F. Johnson Museum collection. The course will begin with an examination of Japan's earliest pottery traditions and end with a consideration of the wood-block prints of the nineteenth century. The museum collection will be used for written assignments.

**[ART H 385 Chinese Painting @#**

4 credits. Prerequisite: History of Art 383.

Not offered 1994-95.

M. W. Young.]

**[ART H 386 Art of South Asia @#**

4 credits. Not offered 1994-95.

S. J. O'Connor.]

**[ART H 389 Japanese Painting @#**

4 credits. Not offered 1994-95.]

**[ART H 390 Introduction to the History of Islamic Art (also Near Eastern Studies 391) @#**

Fall. 4 credits.

E. S. Wolper.

This course is designed to be an introduction to the key issues in the formation and definition of the field of Islamic Art. The course analyzes recent changes in scholarly approaches to Islamic Art. Special emphasis is placed on the tension between separate national traditions and the concept of an older, more traditional, unified Islamic Art. Specifically, the course focuses upon the emergence of Spain, Turkey, and Iran as sites of indigenous and localized forms of Islamic Art. Lectures and discussions will provide a general introduction to the important monuments of Islamic art and a critique of how these monuments are understood and valued by competing scholarly traditions.

**[ART H 396 The Arts of Southeast Asia @#**

Spring. 4 credits.

S. J. O'Connor.

The arts of Southeast Asia will be studied in their social context since in traditional societies art plays a role in most of the salient occasions of life. Special emphasis will be devoted to developments in Cambodia, Thailand, and Bali. Among topics covered will be the shadow puppet theater of Java, ceramics, architecture, and sculpture.

**Seminars**

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the*

*instructor is required.* Students may repeat courses that cover a different topic each semester.

**[ART H 400 Proseminar for Art History Majors: The History and Practice of Art History**

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited.

K. Barzman.

Limited to majors in the department, this seminar focuses on methods and historiography. We will consider the various practices of art history employed over the years in the analysis and interpretation of cultural production. Readings will focus on classic texts and major authors responsible for codifying these approaches. Papers will call upon students to put methods into practice and to think critically about their interpretive moves.

**[ART H 401 Independent Study**

Fall or spring. 2-4 credits. May be repeated

for credit. Prerequisite: permission of a department faculty member.

Hours to be arranged. Staff.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

**[ART H 402 Independent Study**

Fall or spring. 2-4 credits. May be repeated

for credit. Prerequisite: permission of a department faculty member.

Hours to be arranged. Staff.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

**[ART H 407 Seminar on Museum Issues**

Fall. 4 credits. Prerequisite: permission of instructor. Limited enrollment. All classes will meet in the Johnson Art Museum Study Gallery.

M. W. Young, F. W. Robinson.

This undergraduate seminar will utilize the resources of the Johnson Art Museum and is designed to give students with a strong art history background the opportunity to work closely and directly with original objects from the museum's major collections. The course will focus on the broad issue of art and connoisseurship and will address critically the question of what determines quality in the work of art. Topics to be covered in the weekly sessions will include methods of attribution, fakes and forgeries, technique and media, restoration and conservation. Some sessions will involve curatorial staff of the museum. Frequent reports and a significant final paper will be expected of all participants. Enrollment is limited, and permission of the instructor is necessary before the first meeting. Students interested in this course should indicate so by notifying the department directly at the time of pre-registration.

**[ART H 423 Ceramics (also Classics 423 and Archaeology 423) #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

A. Ramage.]

**[ART H 424 Sardis and the Cities of Asia Minor (also Archaeology 432 and Classics 432) #**

4 credits. Not offered 1994-95.

A. Ramage.]

**[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

P. I. Kuniholm.]

**[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #**

Spring. 4 credits. Prerequisite: permission of instructor.

A. Ramage.

Topic for spring 1995: Art in the Cities of Asia Minor. The Romans in Asia Minor brought great prosperity to old and new centers which was expressed in civic buildings and lavish sculptural decoration. We shall look for the interplay of public and private as well as that of local and imperial in our investigations.

**[ART H 434 The Rise of Classical Greece (also Classics 434) #**

4 credits. Recommended: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor. Not offered 1994-95.

P. I. Kuniholm.]

**[ART H 448 Studies in Sixteenth-Century European Art #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

C. Lazzaro.]

**[ART H 449 Problems in Interpretation of Italian Renaissance Art #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

C. Lazzaro.]

**[ART H 450 Women in Italian Renaissance Art (also Women's Studies 451) #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

C. Lazzaro.]

**[ART H 451 Prints of the Fifteenth through the Seventeenth Century #**

Spring. 4 credits. Prerequisite: permission of instructor.

C. Lazzaro.

This seminar has several aims: to introduce students to prints—the techniques, styles, and issues of connoisseurship—and to the major printmakers of the period, including Marcantonio Raimondi, Durer, and Rembrandt; to give students first-hand experience with works of art in the Johnson Museum; and to consider the social and cultural issues raised in the medium of prints and through their unique visual language. These issues include the social hierarchies of class and gender (including witches), moral concerns and religious devotion, the construction and transmission of notions of antiquity and classicism, and the representation of the urban and rural environment. Students will give brief presentations on prints in the collection and longer ones of their own research projects on these and related topics.

**[ART H 456 Seminar in Baroque Art #**

Spring. 4 credits. Prerequisite: permission of instructor.

K. Barzman.

Topics for 1994: Academies of Art and the Early Modern State. This seminar will examine the historical circumstances within which academies emerged in Western Europe (Italy, France, England) with particular attention to cultural politics; the formulation of programs of study within prevailing epistemological frameworks; the various practices

promoted within academies and their theoretical underpinnings; and works of art as expressions of academic discourse on truth, nature, and the body.

**[ART H 461 Fin-de-siècle Cultures in Europe, England, and America #**

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1994-95.

L. L. Meixner.]

**ART H 462 Topics in Early Modernism #**

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores.

L. L. Meixner.

Resisting definition, post-impressionism is the complex term used to describe art between the nineteenth and twentieth centuries. Our purpose is to seek the threads connecting the diverse figures of the fin-de-siècle epoch, and thereby move toward an understanding of the common concerns of early modernists. We will investigate Picasso's Blue and Rose periods, early Matisse, the Symbolists at Pont Aven, Munch, Ensor, Toulouse-Lautrec, Van Gogh, Seurat, and Nabis, and Cézanne. Consumer culture, anarchy, socialist movements, mysticism, Freudian thought, and medieval revivalism provide our social context; also considered are the important roles of literary figures including Ibsen, Strindberg, Mallarmé, Poe, and James.

**ART H 463 Studies in Modern Art**

Fall. 4 credits. Prerequisite: permission of instructor. No auditing permitted.

J. E. Bernstock.

Topic for 1994: Modern Sculpture. Developments in modern sculpture will be explored from their beginnings in the late nineteenth century. A wide range of styles, media, and content will be studied. The focus will be on major sculptors, such as Auguste Rodin, Constantin Brancusi, Henry Moore, David Smith, Alberto Giacometti, Louise Nevelson, George Segal, Donald Judd, Robert Morris, Eva Hesse, Richard Serra, and others.

**ART H 464 Studies in Modern Art**

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted.

J. E. Bernstock.

Topic: to be announced.

**[ART H 466 Women Artists (also Women's Studies 404)**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

J. E. Bernstock.]

**[ART H 470 Postmodernist Art and Criticism (also Comparative Literature 474)**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

H. Foster.]

**[ART H 476 Seminar in American Art**

4 credits. Not offered 1994-95.]

**[ART H 477 Impressionism in America and France #**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

L. L. Meixner.]

**[ART H 478 Post-Impressionism in France**

4 credits. Not offered 1994-95.

L. L. Meixner.]

**[ART H 481 The Arts in Modern China @**

4 credits. Not offered 1994-95.

M. W. Young.]

**ART H 482 Ceramic Art of China and Southeast Asia @ #**

Spring. 4 credits. Prerequisite: permission of instructor.

S. J. O'Connor.

Chinese ceramics were a staple of the traditional trade of Asia for one thousand years. High-fired ceramics were also produced in Thailand and Vietnam to supply the brisk demand in maritime Southeast Asia. The Johnson Museum collection will be studied within the context of trade patterns and trading sites in the South China Seas.

**[ART H 483 Chinese Art of the T'ang Dynasty @ #**

4 credits. Not offered 1994-95.

M. W. Young.]

**[ART H 484 Studies in Japanese Art and Architecture @ #**

4 credits. Not offered 1994-95.]

**[ART H 485 The Ceramic Arts of Japan @ #**

4 credits. Not offered 1994-95.]

**[ART H 486 Studies in Chinese Painting @ #**

4 credits. Not offered 1994-95.

M. W. Young.]

**[ART H 488 Traditional Arts of Southeast Asia @ #**

4 credits. Not offered 1994-95.

S. J. O'Connor.]

**ART H 489 Miniature Paintings and Drawings of India @**

Fall. 4 credits. Prerequisite: permission of instructor.

S. J. O'Connor.

The seminar will focus on the miniature paintings created in both the Mughal and Rajput courts. Although each tradition has characteristic perceptual features and thematic preoccupations, artists and patrons moved between courts and there was also a remarkable degree of interchange and reciprocal influence. The cultural and political ambience will be explored.

**[ART H 491 Japanese Prints @ #**

4 credits. Not offered 1994-95.]

**[ART H 496 History of Art Criticism**

4 credits. Prerequisite: History of Art 260 or any 300-level course in modern art or literature, or permission of instructor. Not offered 1994-95.

H. Foster.]

**ART H 520 Seminar in Classical Archaeology (also Classics 630 and Archaeology 520)**

Spring. 4 credits. Prerequisite: permission of instructor.

P. I. Kuniholm.

Selected problems in Aegean Prehistory, including the Anatolian Neolithic, Bronze Age, and the rise of Classical Greece.

**ART H 531 Problems in Medieval Art and Architecture (also Religious Studies 531)**

Fall. 4 credits. Prerequisite: permission of instructor.

R. G. Calkins.

Topic for 1994: Methods of Medieval Architectural history.

**[ART H 540 Seminar in Renaissance Art**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

C. Lazzaro.]

**[ART H 564 Problems in Modern Art: Post-1940 American Art**

4 credits. Not offered 1994-95.]

**[ART H 570 Theories of Modernism Topic: "The Shock of the New"? (also Comparative Literature 672)**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

H. Foster.]

**[ART H 580 Problems in Asian Art**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

S. J. O'Connor.]

**ART H 591-592 Supervised Reading**

591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

Staff.

**[ART H 594 Feminist Theory and the History of Art**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

K. Barzman.]

**[ART H 595 Methodology Seminar**

4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

H. Foster.]

**[ART H 596 Problems in Art Criticism**

4 credits. Not offered 1994-95.

S. J. O'Connor.]

**ART H 600 Honors Work**

Fall or spring. 4 credits. Intended for senior art history majors who have been admitted to the honors program.

Hours to be arranged. Staff.

Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

**ART H 601 Honors Work**

Fall or spring. 4 credits. Prerequisite: History of Art 600.

Hours to be arranged. Staff.

The student under faculty direction will prepare a senior thesis.

## INDONESIAN

See Department of Modern Languages and Linguistics.

## FALCON Program

J. U. Wolff, 307 Morrill Hall, 255-0733.

## ITALIAN LANGUAGE AND LINGUISTICS

See Department of Modern Languages and Linguistics.

## ITALIAN LITERATURE

See Department of Romance Studies.

## JAPANESE

See Departments of Asian Studies and Modern Languages and Linguistics.

## JAVANESE

See Department of Modern Languages and Linguistics.

## KHMER (CAMBODIAN)

See Department of Modern Languages and Linguistics.

## KNIGHT, JOHN S., WRITING PROGRAM

See John S. Knight Writing Program, p. 527.

## LATIN

See Department of Classics.

## LINGUISTICS

C. Rosen, director of undergraduate studies (311 Morrill Hall, 255-0722). See Department of Modern Languages and Linguistics.

## MATHEMATICS

P. Kahn, chair, F. Akman, E. Babson, G. Bailey, D. Barbasch, L. Billera, J. Bramble, K. Brown, L. Brown, J. Cao, S. Chase, Z. Q. Chen, M. Cohen, R. Connelly, R. K. Dennis, R. Durrett, E. Dynkin, C. Earle, J. Escobar, R. Farrell, L. Gross, M. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, S. Hersonsky, P. Holmes, J. Hubbard, J. Hwang, H. Kesten, D. Kozen, R. C. Liu, G. Livesay, M. Morley, A. Nerode, R. Platek, T. Rishel, O. Rothaus, A. Schatz, S. Sen, R. Shore, R. Sjamaar, J. Smillie, A. Solomon, B. Speh, M. E. Stillman, R. Strichartz, B. Sturmfels, M. Sweedler, M. Terrell, R. Terrell, P. Thurston, K. Vogtmann, L. Wahlbin, X. Wang, B. H. West, J. West, A. C. Zitronenbaum. (Emeritus: W. Fuchs, L. E. Payne, A. Rosenberg)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can

be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, 6, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In all 600-level courses, all grades will be S-U only, with the exception of 690. In courses with numbers below 600, students will receive letter grades, with the exception of non-mathematics majors who have requested an S-U grade.

### Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 5.

### The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike. It can be broad or narrow. Questions concerning the major should be brought to a departmental representative.

Prerequisites: The traditional prerequisites are Mathematics 221–222 or 293–294. A unit on infinite series is required. Such a unit is offered in Mathematics 112, 122, and 192. Normally students will be admitted to the major only when they have grades of B– or better in all sophomore-level mathematics courses they have taken. Alternative prerequisites are Mathematics 213, 231, normally with grades of B+ or better.

### Requirements

There are five requirements for the major:

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.

- 2) Two courses in algebra. Eligible courses are Mathematics 431 or 433, 432 or 434 or 332, 336.
- 3) Two courses in analysis. Eligible courses are Mathematics 411 or 413, 412 or 414, 418, 420 or 421, 422, 423, 427, 428.
- 4) Further high-level mathematical courses. Any one of the following is sufficient:
  - a) four additional Mathematics courses numbered 300 or above.
  - b) (Concentration in Computer Science) five additional courses from i) and ii) below, of which at least one is from i) and three are from ii)
    - i) Mathematics courses numbered 300 or above
    - ii) Computer Science courses numbered 310 or above
  - c) (Concentration in Operations Research) five additional courses from iii) and iv) below, of which at least one is from iii) and three are from iv)
    - iii) Mathematics courses numbered 300 or above
    - iv) courses in Operations Research and Industrial Engineering, typically out of 320–361 (excluding 350) and/or out of 431–472.

These three alternatives do not exhaust the possibilities. For example, one very frequent double major is Economics/Math, in which case a suitable individual program can be put together in consultation with the student's adviser.

- 5) One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement, e.g., Physics 208, 213, or 217 (but not 112 or 207), or Computer Science 211 (if Computer Science option not used above). Students may consider courses from biology, chemistry, economics, and other fields; they should consult their adviser.

A course may be counted toward the mathematics major only if a grade of C– or better is received for that course.

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met. (The requirements for Mathematics majors declared before July 1, 1994 are slightly different from what is stated here, particularly in respect to Requirement 4).

### Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. Normally, one requirement for honors is participation in the Honors Seminar (Math 401) for one semester,

or independent study at a high performance level. The committee will also be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400-level or beyond. Students interested in honors should consult their major advisers concerning suitable courses.

To be considered for high honors, a student usually will be expected to write a Senior Thesis, and present it orally to the department. This project is carried out during the senior year under the supervision of a member of the Mathematics department faculty. Students interested in high honors should consult their major advisers and the Mathematics major director during the second semester of their junior year.

### Teacher Education in Science and Mathematics (TESM)

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TESM is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students who complete their undergraduate studies and their student teaching are eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at 255-9255 or the program coordinator, D. Trumbull (Education) 255-3108 or, in Mathematics, A. Solomon 255-3894.

### Distribution Requirement

Virtually all Mathematics courses can be used to satisfy the Group 4a (Mathematics or Computer Science) Distribution Requirement I (for students through the class of 1995) or the Quantitative and Formal Reasoning part of Distribution Requirement II (beginning with students in the class of 1996). Explicit exceptions are noted in the beginning of the Arts and Sciences section of the Courses of Study.

### Basic Sequences

#### Precalculus

| Description  | Course Numbers                                       |
|--|--|
| 1) Algebra and trigonometry to prepare students for calculus | Mathematics 109* or Agriculture and Life Sciences 5* |
| 2) Algebra, analytic geometry, elements of calculus          | Agriculture and Life Sciences 115**                  |

\*Mathematics 109 and ALS 5 do not carry credit for graduation.

\*\*Students who want a second semester of mathematics after ALS 115 may take Mathematics 105 or if they need more calculus, 111.

#### Calculus

| Description  | Mathematics Course Numbers |
|--|----------------------------|
| 1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics   | 111-112-213                |
| 2) Calculus for engineers (also taken by some physical science majors)   | 191-192-293-294            |
| 3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111-112-221-222; or 121-122-221-222; or the engineering sequence 191-192-293-294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case. |                            |

Mathematics 191 may be substituted for 111 in sequences 1 and 2. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 2 and take 221.

#### Special-Purpose Sequences

| Description  | Mathematics Course Numbers |
|--|----------------------------|
| 1) Finite mathematics and calculus for biology majors      | 105-106                    |
| 2) Other possible finite mathematics and calculus sequence | 105-111                    |

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

*Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the associate chair.*

### Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

|                   |                   |
|-------------------|-------------------|
| 106, 111, 191     | 213 and 294       |
| 112, 122, and 192 | 213 and 222       |
|                   | 221, 293, and 231 |
|                   | 332 and 432       |
|                   | 372 and 472       |
|                   | 420 and 421       |

### Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

### Undergraduate Course Offerings

Foundation courses: 105, 106, 107, 109, 111, 112, 121, 122, 191, 192, 213, 221, 222, 293, 294

History of Math: 101, 403, 503

General Courses: 103, 104, 117, 123, 150, 151, 200, 227, 401, 405, 408, 490, 508, 690

Analysis: 411, 412, 413, 414, 418

Applied Mathematics and Differential Equations: 420, 421, 422, 423, 425, 427, 428

Algebra: 231, 332, 336, 431, 432, 433, 434, 436

Geometry and Topology: 150, 151, 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 372, 471, 472, 473

Mathematical Logic: 481, 483, 486, 487

#### MATH 101 History of Mathematics

Summer. 4 credits. Prerequisite: three years of high school mathematics.

The history of the main ideas of mathematics from Babylonian, Egyptian, and Greek times to the present day.

#### MATH 103 Mathematical Explorations

Fall or spring. 3 credits. This course may be used to satisfy the distribution requirement in mathematics.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework will consist in the students actively investigating mathematical ideas. The course will emphasize ideas and imagination as opposed to techniques and calculations. Topics will vary depending on the instructor. Some assessment will be done through writing assignments.

#### [MATH 104 Mathematics and Art

Fall. 3 credits. Does not satisfy the mathematics distribution requirement; for graduation credit only. Not offered 1994-95.

The impact of mathematical ideas on the arts and the impact of the arts on mathematical ideas through the ages, with a special emphasis on theories of perspective in the visual arts. The course will be cooperatively taught by a mathematician and an art historian. There will be both mathematical and artistic assignments based on the theories, and assignments of readings from the original texts.]

#### MATH 105 Finite Mathematics for Biologists

Fall or summer. 3 credits. Prerequisite: three years of high school mathematics, including trigonometry and logarithms.

Mathematical modeling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology are used.



**MATH 106 Calculus for Biologists**

Spring. 3 credits. Prerequisite: Mathematics 105 or 109 or ALS 115 or permission of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take 112.\*

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

**MATH 107 Mathematics for the Social Sciences**

Fall. 3 credits.

This course consists of an introduction to several topics in mathematics such as: permutations and combinations, probability theory, matrices, limits, derivatives, exponential and logarithmic functions. The goal is to enable a social science student to understand some principles and applications of mathematics. Fall 1994 enrollment is restricted to ILR students.

**MATH 109 Precalculus Mathematics**

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

**MATH 111 Calculus**

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry.\*

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions.

**MATH 112 Calculus**

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisites: Mathematics 106 or 111 with a grade of C or better. Those who do well in Mathematics 111 should take 122 instead of 112, unless they plan to continue with 213.\*

Methods and applications of integration, plane curves and polar coordinates, vectors and solid analytic geometry, introduction to partial derivatives, infinite series.

**[MATH 117 Foundations of Calculus**

Spring. 3 credits. Prerequisite: Mathematics 111 or 106 or equivalent. May be used toward the mathematics distribution requirement. Intended for nonscientists who will not need the conventional second-semester calculus course. (May also be used by future math or science majors who would like to deepen their understanding before going on in calculus.) Not offered 1994-95.

This course delves into the questions concerning limits and infinite processes that puzzled scholars for over two thousand years. Students study anew the real number system, the theory of limits, continuity, differentials, derivatives, and the definite integral. The pedagogical method is partly historical, viewing the development of these interlocked topics from the time of the ancient Greeks (Zeno's paradoxes, the discovery of irrationals, Eudoxus' Method of Exhaustion, and the work of Archimedes) through the seventeenth-century work of Fermat, Newton, and Leibniz and into modern times. Readings of excerpts

from original manuscripts are compared with the descriptions of the same material given in a standard beginning calculus book.]

**MATH 121 Modern Calculus**

Fall. 4 credits. Limited to 22 students per section. Prerequisite: Three years of high school mathematics, including calculus.

This is a first-semester honors course in calculus intended for students who have had calculus in high school. The course material will be the same as that in Math 111, but it will be covered in greater depth.

**MATH 122 Calculus**

Fall or spring. 4 credits. Prerequisite: one semester of calculus with a high performance or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.\*

Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

**MATH 123 Analytic Geometry and Calculus**

Summer. 4 credits. Prerequisite: High school mathematics through trigonometry and plane analytic geometry.

The honors section of Math 111. Covers the same topics more deeply (at the level of Apostol's *Calculus*).

**MATH 150 From Space to Geometry**

Spring. 3 credits.

Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.

**[MATH 151 The Geometry of Tilings, Polyhedra, and Structural Engineering**

Spring. 3 credits. Not offered 1994-95.

An introduction to topics in geometry, including the classification of tilings by the group of symmetries that act on them, examples of artists such as Escher, the aperiodic tilings of R. Penrose, the study of polyhedra, Euler's formula, regular polyhedra, linkages that draw straight lines, "Buckminster Fuller's" geodesic domes, and tensegrities. Emphasis will be on the geometric ideas involved, with formal proofs studied only as needed for overall understanding.]

**MATH 171 Statistical Theory and Application in the Real World**

Fall or spring. 4 credits. Prerequisites: high school mathematics.

This introductory statistics course will discuss techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include population and sample distributions, central limit theorem, and statistical theories of point estimation,

confidence intervals, and testing hypotheses, the linear model, and the least squared estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer will be used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students will learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with the computer is presumed.)

**MATH 191 Calculus for Engineers**

Fall. 4 credits. Limited to 25 students per section. Prerequisite: three years of high school mathematics, including trigonometry.\*

One section will be taught with computer experimentation, and will carry an extra credit.

Plane analytic geometry, differential and integral calculus, and applications.

**MATH 192 Calculus for Engineers**

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 191.\*

Methods of integration, hyperbolic functions, polar coordinates, infinite series, complex numbers, introduction to partial derivatives, introduction to surface and volume integrals.

**[MATH 200 Basic Concepts of Mathematics**

Summer. 3 credits. Prerequisite: a good knowledge of high school mathematics, including trigonometry. Not offered 1994-95. Discussion of basic ideas in mathematics drawn from algebra and topology. An example of the problems treated is the proof of the impossibility of trisecting an angle by ruler and compass. Suitable for teachers, prospective teachers, and high school students with a strong interest in mathematics.]

**MATH 213 Calculus**

Fall or spring. 4 credits. Prerequisite: Mathematics 112, 122, or 192.\*

Vectors, vector-valued functions, line integrals. Multivariable calculus, multiple integrals. First- and second-order differential equations with applications. Introduction to numerical methods, series solutions, systems of differential equations, elementary partial differential equations.

**MATH 221 Linear Algebra and Calculus**

Fall or spring. 4 credits. Prerequisite: two semesters of calculus with a grade of B or better, or permission of instructor.\* Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

**MATH 222 Calculus**

Fall or spring. 4 credits. Prerequisite: Mathematics 221.\*

Vector differential calculus, calculus of functions of several variables, multiple integrals.

\*See the list of courses with overlapping content at the end of the introduction.

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\*See the list of courses with overlapping content at the end of the introduction.

**[MATH 227 Mathematical Model Modeling]**

Spring. 4 credits. Prerequisite: Mathematics 111 or 106 or equivalent. May be used to satisfy the mathematics distribution requirement. Not intended for upperclass science majors. Not offered 1994-95.

Mathematical modeling is the process of bringing mathematical methods to bear on problems arising in the real world. In this course students will study selected mathematical models, learn general modeling techniques, and gain experience in constructing original mathematical models and comparing their predictions with reality, both to appreciate the usefulness of mathematical models and to be aware of their limitations.]

**MATH 231 Linear Algebra**

Spring. 3 credits. Prerequisite: Mathematics 111 or equivalent.\*

Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

**MATH 293 Engineering Mathematics**

Fall, spring, or summer. 4 credits. Prerequisites: Mathematics 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 100. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.\* Introduction to physical vectors, linear algebra and matrix theory, inner product spaces. May include computer use in solving problems.

**MATH 294 Engineering Mathematics**

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 293.\*

Systems of linear ordinary differential equations, introduction to ordinary differential equations. Vector fields and vector calculus. Introduction to boundary-value problems and Fourier series. May include computer use in solving problems.

**MATH 332 Algebra and Number Theory**

Fall. 4 credits. Prerequisites: one year of calculus and one course from Mathematics 221, 231, and 294. Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.\*

Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

**MATH 336 Applicable Algebra**

Spring. 4 credits. Prerequisites: Mathematics 221, 294, or 231.

An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the theory to concrete problems will be stressed. Each year the course will treat aspects usually chosen from the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

**MATH 356 Groups and Geometry**

Spring. 4 credits. Prerequisites: Math 221-222, or Math 293-294, or Math 213 and 231. Groups were introduced in the nineteenth century as the set of symmetries of an algebraic or geometric object, and this viewpoint is a central one in modern mathematics. This course studies Euclidean and non-Euclidean (especially hyperbolic) geometry in terms of the groups of symmetries of the relevant spaces. Prior knowledge of groups is not a prerequisite. Groups of transformations. Subgroups and cosets. Homomorphisms and isomorphisms of groups. Orbits and fixed points. Frieze groups and wallpaper groups and associated tessellations of the Euclidean plane. Geometry and trigonometry of the hyperbolic plane. Tessellations of the hyperbolic plane.

**[MATH 372 Elementary Statistics]**

Fall. 4 credits. Not offered 1994-95.

Prerequisites: one year of calculus, and Computer Science 100 or 101 or 108 or permission of instructor. A terminal course for students who will take no further courses in statistics.\*

Introduction to the principles underlying modern statistical inference, to the practical application of statistical techniques, and to the rationale underlying the choice of statistical methods in various situations. Topics in probability that are essential to an understanding of statistics. Homework involves statistical analysis of data sets on hand calculators and on a computer by means of packaged programs.]

**MATH 401 Honors Seminar: Topics in Modern Mathematics**

Spring. 4 credits.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar will help students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content will vary from year to year.

**MATH 403 History of Mathematics**

Spring. 4 credits. Prerequisites: two courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students will be required to give oral and written reports.

**MATH 405 Mathematical Exposition**

Fall. 3 credits.

A seminar in mathematics and its applications to other fields. Students are asked to have had at least two years of college-level mathematics. Course work will consist of discussions, written projects, and student talks. The content of these discussions, projects, and talks will vary to be determined by the instructor in consultation with the students.

**MATH 408 Mathematics in Perspective**

Spring. 4 credits. Prerequisite: consent of instructor (intended for senior mathematics majors and other students with strong mathematics backgrounds).

The purpose of this course is for students to step back and to form an overview of the mathematics they have learned.

**MATH 411-412 Introduction to Analysis**

411, fall; 412, spring. 4 credits each term.

Prerequisite: Mathematics 222. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413-414 or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413-414. An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems, Fourier series, calculus in several variables, and differential forms.

**MATH 413-414 Introduction to Analysis**

413, fall; 414, spring. 4 credits each.

Prerequisite: Mathematics 222.

Honors version of Mathematics 411-412. Metric spaces are included in Mathematics 413, and 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

**MATH 418 Introduction to the Theory of Functions of One Complex Variable**

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or 213. May be offered only in alternate years.

A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

**MATH 420 Applicable Analysis**

Fall or spring. 4 credits. Prerequisites: high level of performance in Mathematics 294; or 221 and 222; or permission of instructor.

Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515-516. With less preparation they should take Mathematics 420 (or 421)-422-423.\* Ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods, with physical applications. Some important partial differential equations (heat equation, wave equation, and vibrating membrane) and their connections with Fourier series and the Laplacian. Vector calculus and Stokes Theorem, with applications to electromagnetism. Mathematics 420 has substantial overlapping content with Mathematics 421, but more strongly emphasizes the mathematical properties of solutions of ordinary differential equations and the approximation to such solutions by numerical and computer methods.

\*See the list of courses with overlapping content at the end of the introduction.

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**MATH 421 Applicable Analysis**

Fall, spring, or summer. 4 credits. Prerequisites: high level of performance in Mathematics 294, or 221 and 222, or 213 and 231. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515–516. With less preparation they should take Mathematics 420 (or 421)–422–423.\* A survey of the techniques of classical analysis that are of primary use in applications to the physical sciences and engineering, especially boundary value problems for partial differential equations. Review of theorems of Green, Gauss, and Stokes, etc. Sequences and infinite series. Fourier series and orthogonal functions. Ordinary differential equations. Solution of partial differential equations by separation of variables. Mathematics 421 has substantial overlapping content with Mathematics 420.

**MATH 422 Applicable Analysis**

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 420 or 421. Complex variables, Fourier transforms, Laplace transforms. Additional topics may include: An introduction to generalized functions. Applications to partial differential equations.

**MATH 423 Applicable Analysis**

Spring. 4 credits. Prerequisite: Mathematics 420 or 421; however, students who have not taken 422 should talk to the instructor before taking this course. Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations and to integral equations.

**MATH 425 Numerical Solutions of Differential Equations**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, or permission of instructor. Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.

**MATH 427 Introduction to Ordinary Differential Equations**

Fall. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor. Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

**MATH 428 Introduction to Partial Differential Equations**

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor. Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability. Fourier series methods, approximation methods.

**MATH 431–432 Introduction to Algebra**

431, fall or spring or summer; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Undergraduates who plan to attend graduate school in mathematics should take 433–434.\*

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

**MATH 433–434 Introduction to Algebra**

433, fall; 434, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Honors version of Mathematics 431–432. Mathematics 433–434 will be more theoretical and rigorous than 431–432 and will include additional material such as multilinear and exterior algebra.

**[MATH 436 Applications of Abstract Algebra**

Spring. 4 credits. Not offered 1994–95. Prerequisites: Linear algebra (Math 231 or higher); Math 336 is not a prerequisite; familiarity with elementary algebra or number theory such as Math 332 would be helpful. The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There will be at least as much emphasis on applications as the relevant modern algebra. Frequently, the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications to be of interest. Specific topics will be chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory and automata.

Math 336 and 436 may overlap in choice of material. Where they overlap, the coverage in Math 436 will be of greater depth appropriate to a 400-level course. Students cannot get credit for both Math 336 and Math 436.]

**MATH 451 Euclidean and Spherical Geometry**

[Fall] and spring. 4 credits. Prerequisite: Mathematics 221 or 231 or permission of instructor. [Not offered fall 1994.] Topics from Euclidean and spherical (non-Euclidean) geometry. A non-lecture, seminar-style course organized around student participation.

**MATH 452 Classical Geometries**

Fall. 4 credits. Prerequisites: Mathematics 221 or its equivalent. This is an introduction to hyperbolic, spherical, and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

**MATH 453 Introduction to Topology**

Fall. 4 credits. Prerequisites: Mathematics 411 and 221, or permission of instructor. Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Moebius band.

**MATH 454 Introduction to Differential Geometry**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite. Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n-dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

**MATH 455 Applicable Geometry**

Fall. 4 credits. In general, this course will cover various applicable topics to be chosen from among the geometry of convex bodies, polyhedra, algebraic curves and surfaces, rigid polyhedra, crystallographic patterns, projections and similar topics. Computational aspects of geometry will be included where appropriate.

**MATH 471 Basic Probability**

Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472. Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

**MATH 472 Statistics**

Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariate calculus helpful but not necessary.\* Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical

\*See the list of courses with overlapping content at the end of the introduction.

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inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

**[MATH 473 Further Topics in Statistics]** Fall. 4 credits. Prerequisite: Mathematics 472 or 574. Not offered 1994-95. More detailed discussion of some of the topics not covered at length in Mathematics 472. Design and analysis of experiments. Multivariate analysis. Nonparametric inference; robustness. Sequential analysis. For corresponding subject matter taught in more detail, see description of Mathematics 573 and 675.]

**MATH 481 Mathematical Logic (also Philosophy 431)**

Spring. 4 credits. Prerequisite: Mathematics 221. Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Gödel incompleteness theorem. Elements of set theory.

**MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)**

Spring. 4 credits. Prerequisite: one previous course on logic or permission of the instructor. Review of derivations and models for logic; introduction to the abstract theory of consequence-relations, derivations and Kripke models for classical normal modal logics (including Soundness and Completeness Theorems). Time permitting: logics of subjunctive conditionals, relation of modal and intuitionistic logic.

**MATH 486 Applied Logic (also Computer Science 486)**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some additional course in mathematics or Computer Science 381. Propositional and predicate logic, compactness and completeness by tableaux. Equational logic. Herbrand Universes, the resolution method, and unification. Rewrite rules and equational logic. Knuth-Bendix method and the congruence closure algorithm and lambda-calculus reduction strategies. Restrictions on resolution and their completeness. Introduction to automatic theorem proving. Topics in Prolog, Lisp, or ML on microcomputers or, possibly, exposure to a larger system such as Nuprl. Input resolution and Prolog. Applications to expert systems and program verification.

**[MATH 487 Applied Logic II]**

Spring. 4 credits. Not offered 1994-95. Prerequisite: Mathematics 221 or equivalent. Intuitionistic propositional and predicate logic. Natural deduction and tableaux as proof procedures. Curry partial application structures. Their polynomial extensions as lambda calculi. Typed and untyped lambda calculi, cartesian closed categories. Heyting semantics of constructions as interpretations in partial combinatory structures, Kleene realizabilities. Curry-Howard isomorphisms. Intuitionistic first order arithmetic and Gödel's system T. Intuitionistic higher order logic and polymorphism. Weak and strong normalizations for simple and polymorphic calculi. Application to consistency proofs. Term extraction as the context for understanding compilers and interpreters for applicative

languages such as LISP, NUPRL, MIRANDA, etc.]

**MATH 490 Supervised Reading and Research**

Fall, spring, or summer. 1-6 credits. Supervised reading and research by arrangement with individual professors. Not applicable for material currently available in regularly scheduled courses.

**Graduate Courses**

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

**[MATH 503 History of Mathematics]**

4 credits. Prerequisites: Mathematics 511 and 531. Intended for graduate students in the mathematical sciences. Not offered 1994-95. This course will be devoted to the history of mathematics in the nineteenth century from the original sources, with emphasis on the history of the foundations of analysis and of the foundations of commutative algebra. Typical authors in algebra who will be studied are Lagrange, Ruffini, Gauss, Abel, Galois, Dirichlet, Kummer, Kronecker, Dedekind, Weber, M. Noether, Hilbert, Steinitz, Artin, and E. Noether. Typical authors in analysis who will be studied are Cauchy, Fourier, Bolzano, Dirichlet, Riemann, Weierstrass, Heine, Cantor, Peano, and Hilbert. If time permits, a sketch will be given of the history of probability and statistics from Bernoulli to Pearson. Students will be required to read and explain one important nineteenth-century paper.]

**MATH 508 Mathematics for Secondary School Teachers**

Fall, spring, or summer. 1-6 credits. Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester. An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

**MATH 511-512 Real and Complex Analysis**

511, fall; 512, spring. 511: measure and integration, functional analysis. 512: complex analysis, Fourier analysis, and distribution theory.

**MATH 513-[514] Topics in Analysis**

513, fall; [514, spring, not offered 1994-95].

**MATH 515-516 Mathematical Methods in Physics**

515, fall; 516, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 421-422-423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516. Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier

series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

**[MATH 517 Dynamical Systems]**

Fall. Not offered 1994-95. Topics: Existence and Uniqueness Theorems for ODEs. Poincaré-Bendixon theorem and global properties of two dimensional flows. Limit sets, non-wandering sets, chain recurrence, pseudo-orbits and structural stability. Linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem. Generic properties: transversality theorem and the Kupka-Smale theorem. Examples: expanding maps and Anosov diffeomorphisms. Hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits. Rotation numbers: Herman's theorem. Characterization of structurally stable systems.]

**[MATH 518 Smooth Ergodic Theory]**

Spring. Not offered 1994-95. Topics: Invariant measures. Entropy. Hausdorff dimension and related concepts. Hyperbolic invariant sets: Stable manifolds, Markov partitions and symbolic dynamics. Equilibrium measures of hyperbolic attractors. Ergodic theorems. Pesin theory: stable manifolds of non-hyperbolic systems. Liapunov exponents: relations between entropy, exponents and dimensions.]

**MATH 519-520 Partial Differential Equations**

519, fall; 520, spring. Basic theory of partial differential equations.

**MATH 521 Measure Theory and Lebesgue Integration**

Fall. Measure theory, integration, and  $L_p$  spaces.

**MATH 522 Applied Functional Analysis**

Spring. Basic theory of Hilbert and Banach spaces and operations on them. Applications.

**MATH 531-532-[534] Algebra**

531, fall; 532, spring; [534, not offered 1994-95.] 531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology. 534: Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

**[MATH 537 Analytic Number Theory]**

Fall. Prerequisites: Math 511, 521, 431. Not offered 1994-95. Topics: The Prime Number Theorem. Primes in Arithmetic Progressions. The Large Sieve and Some of its Applications.]

**MATH 549-[550] Lie Groups and Lie Algebras**

549, fall; [550, spring, Not offered 1994-95.] Prerequisites: 413-414 and 431-432 or equivalent. This is a year-long introduction to the theory of Lie groups and their representation theory for beginning graduate students. Topics: Topological groups. Lie groups. Relation between Lie algebras and Lie groups; exponential map. Homogeneous manifolds. Compact groups and their representation theory. Enveloping algebras and invariant differential operators. Structure of root



systems, Coxeter groups. Classification of simple Lie algebras and Lie groups. More advanced topics: quantum groups, Kac-Moody algebras.

**MATH 551 Introductory Algebraic Topology**

Spring.  
Fundamental group and covering spaces. Homology theories for complexes and spaces.

**MATH 552-[553] Differentiable Manifolds**

552 fall, [553 not offered 1994-95.] Prerequisites: advanced calculus, linear algebra (Mathematics 431), point set topology (Mathematics 453). This is a year-long introduction to differential topology and differential geometry at the level of the beginning graduate student. Topological manifolds. Smooth manifolds, immersions and embeddings, tangent bundles, fiber bundles, vector fields and dynamical systems, Frobenius' theorem. Lie groups. Integration on manifolds, differential forms, Stokes theorem. Tubular neighborhoods, transversality and cobordism. Connections, Riemannian manifolds, geodesics, curvature, Gauss-Bonnet theorem.

**MATH 561 Geometric Topology**

Fall.  
Topics from general topology. Introduction to geometric properties of manifolds.

**MATH 571-572 Probability Theory**

571, fall; 572, spring. Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521. Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

**MATH 571-574 Probability and Statistics**

571, fall; 574, spring. This course is a prerequisite to all advanced courses in statistics.  
571: same as Mathematics 571 above.  
574: topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood; the classical tests of hypotheses and their power; the theory of confidence intervals; the basic concepts of statistical decision theory; the fundamentals of sequential analysis. Intended to furnish a rigorous introduction to mathematical statistics.

**[MATH 573 Experimental Design, Multivariate Analysis]**

Not offered 1994-95.  
Rationale for selection of experimental designs and algorithms for constructing optimum designs. Optimum properties and distribution theory for classical analysis of variance procedures and their simplest multivariate analogues.]

**[MATH 575 Sequential Analysis, Multiple Decision Problems]**

Fall. Not offered 1994-95. Prerequisite: a course in mathematical statistics such as Mathematics 574.]

**[MATH 577 Nonparametric Statistics]**

Fall. Not offered 1994-95.  
A study of nonparametric techniques, especially order statistics, rank order statistics, scores, local optimality properties, and perhaps some asymptotic theory.]

**MATH 581 Logic**

Spring.  
Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems.

**MATH [611]-612 Seminar in Analysis**

[611, fall, not offered 1994-95]; 612, spring.

**MATH 613 Functional Analysis**

Fall.  
Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

**[MATH 615 Fourier Analysis]**

Fall. Not offered 1994-95.]

**MATH 617 Applied Dynamical Systems (also T&M 776)**

Fall. 3 credits. Suggested prerequisite: T&M 675, Mathematics 517, or equivalent. Review of planar (single-degree-of-freedom) systems. Local and global analysis. Structural stability and bifurcations in planar systems. Center manifolds and normal forms. The averaging theorem and perturbation methods. Melnikov's method. Discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets. Global bifurcations, strange attractors, and chaos in free and forced oscillator equations. Applications to problems in solid and fluid mechanics.

**[MATH 622 Riemann Surfaces]**

Fall. Not offered 1994-95.]

**[MATH 623 Several Complex Variables]**

Not offered 1994-95.]

**[MATH 627-628 Seminar in Partial Differential Equations]**

627, fall; 628, spring. Not offered 1994-95.]

**MATH 631-632 Seminar in Algebra**

631, fall; 632, spring.

**MATH 635 Topics in Algebra**

Spring.  
Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

**[MATH 637 Algebraic Number Theory]**

Spring. Not offered 1994-95.]

**[MATH 639 Topics in Algebra II]**

Fall. Not offered 1994-95.  
Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.]

**MATH 640 Homological Algebra**

Spring.

**MATH 651-652 Seminar in Topology**

651, fall; 652, spring.

**MATH 653-[654] Algebraic Topology**

653, spring; [654, spring, not offered 1994-95.] Duality theory in manifolds, applications, cohomology operations, spectral sequences, homotopy theory, general cohomology theories, categories and functors.

**[MATH 655 Mathematical Foundations for Computer Modeling and Simulation (also Computer Science 655)]**

Spring. 4 credits. Prerequisites: Mathematics 431 and 432 or the equivalent, both in content and in the level of mathematical sophistication, or permission of instructors. Not offered 1994-95.

This course will have two parts, one purely mathematical, the other applied. The former is intended to introduce students to theoretical tools that are relevant to the study of robotics, solid modeling, and simulation. These tools will be drawn from the areas of (real and complex) algebraic geometry, topology, differential geometry, and differential equations. The latter part of the course will provide applications that illustrate uses of the mathematics and point the way to needed further developments.]

**MATH 657-658 Advanced Topology**

657, fall; 658, spring.  
Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

**MATH 661-662 Seminar in Geometry**

661, fall; 662, spring.

**667 Algebraic Geometry**

Fall.

**MATH 670 Topics in Statistics**

Fall and spring.  
A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.

**MATH 671-[672] Seminar in Probability and Statistics**

671, fall; [672, spring, not offered 1994-95.]

**[MATH 674 Multivariate Analysis]**

Spring. Not offered 1994-95.]

**[MATH 675 Statistical Decision Theory]**

Spring. Not offered 1994-95.]

**MATH 677-678 Stochastic Processes**

677, fall; 678, spring.

**MATH 681-682 Seminar in Logic**

681, fall; 682, spring.

**MATH 683 Model Theory**

Spring.

**MATH 684 Recursion Theory**

Fall.  
Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

**[MATH 685 Topics in Logic]**

Fall. Not offered 1994-95.  
Topics in metamathematics. Course content varies.]

**[MATH 687 Set Theory]**

Spring. Not offered 1994-95.  
Models of set theory. Theorems of Gödel and Cohen, recent independence results.]

**MATH 688 Automated Theorem Proving**  
Fall.

**MATH 690 Supervised Reading and Research**

Variable credit (maximum 6 each term).

**MATH 701-702 Oliver Club Seminar**

**MATH 703-704 Olivetti Club Seminar**

**MATH 707-708 Seminar in Mathematics Education**

**MATH 711-712 Seminar in Analysis**

**MATH 713 Seminar in Analytic Dynamics**

**MATH 727-728 Seminar in Numerical Analysis**

**MATH 731-732 Seminar in Algebra**

**MATH 733-734 Seminar in Computational Algebra**

**MATH 749-750 Seminar in Lie Groups**

**MATH 751-752 Topics in Geometry and Topology**

**MATH 767-768 Seminar in Combinatorial and Algebraic Geometry**

**MATH 778 Reading Seminar in Dynamical Systems**

## MODERN LANGUAGES AND LINGUISTICS

J. Bowers, chair; J. Lantolf, associate chair (314 Morrill Hall); J. Whitman, graduate faculty representative (320 Morrill Hall); C. Rosen, director of undergraduate studies (311 Morrill Hall); W. Browne, V. Carstens, G. Chierchia, A. Cohn, C. Collins, M. Diesing, G. Diffloth, J. Gair, W. Harbert, J. Jasanoff, A. Jongman, F. Landman, B. Lust, S. McConnell-Ginet, J. McWhorter, A. Nussbaum, M. Suñer, L. Waugh, J. Wolff, D. Zec

The Department of Modern Languages and Linguistics offers courses in linguistics (the study of the general nature, structure, and history of language) and elementary, intermediate, and advanced courses in many of the languages of Europe, Africa, and south, southeast, and east Asia.

Most courses in modern languages and linguistics are offered by the Department of Modern Languages and Linguistics; see listings below under individual language names (e.g., Spanish) and under Linguistics. Courses in foreign language literatures and certain language courses as well are taught in the following departments; consult entries under the department name for course listings.

Africana Studies and Research Center: Ewe, Swahili

Asian Studies: Chinese, Japanese, Korean, Vietnamese

Classics: Greek, Latin, Sanskrit

German Studies: German

Near Eastern Studies: Akkadian, Arabic, Aramaic, Hebrew, Turkish

Romance Studies: French, Italian, Spanish

Russian Literature: Russian

The Full-year Asian Language Concentration (FALCON Program) offers intensive instruction in Chinese, Japanese, or Indonesian to

students wishing to gain fluency in the language in a single year.

## Arabic

See listings under Near Eastern Studies.

## Bengali

**Fees.** A small fee may be charged for photocopied texts for course work.

**BNGL 121-122 Elementary Bengali**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122, Bengali 121 or examination.

D. Sudan.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

**BNGL 201-202 Intermediate Bengali Reading @**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Bengali 201, Bengali 122 or examination; for Bengali 202, Bengali 201 or examination.

D. Sudan.

Continuing instruction in grammar with attention to speaking and reading skills.

**BNGL 203-204 Intermediate Bengali Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination.

D. Sudan.

Continuing instruction in grammar with attention to writing skills.

**BNGL 303-304 Bengali Literature I, II**

303, fall; 304, spring. 4 credits each term. Prerequisites: Bengali 203-204 or equivalent.

D. Sudan.

An introduction to noted Bengali writers.

Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul will be covered. The course will be devoted to reading these works and developing literary criticism and creative writing in Bengali.

## Burmese

**NOTE:** Check at Morrill 416 and Morrill 404 before classes begin for placement or other testing and organizational information, or contact J. Wheatley in Morrill 416 (255-9301).

**Fees.** A small fee may be charged for photocopied texts for course work.

**BURM 103-104 Burmese Conversation Practice**

103, fall; 104, spring. 2 credits each term. Prerequisite: for Burmese 104, Burmese 103 and Burmese 121. May not be taken alone. Must be taken simultaneously with Burmese 121-122. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement.

S. Tun.

Additional drills, practice and extension of materials covered in Burmese 121 and 122. These courses are designed to be attended simultaneously with Burmese 121-122 respectively, allowing students to obtain qualification within a year.

**BURM 121-122 Elementary Burmese**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Burmese 122, Burmese 121. May be taken alone or simultaneously with Burmese 103-104. Satisfactory completion of

Burmese 104/122 fulfills the qualification portion of the language requirement.

S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

**BURM 123 Continuing Burmese**

Fall. 4 credits. Prerequisite: Burmese 122. Satisfactory completion of Burmese 123 fulfills the qualification portion of the language requirement.

S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

**BURM 201-202 Intermediate Burmese Reading @**

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 123; for Burmese 202, Burmese 201.

S. Tun.

Continuing instruction in spoken and written Burmese.

**BURM 301-302 Advanced Burmese Reading @**

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301.

S. Tun.

Continuing instruction in spoken and written Burmese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**BURM 401-402 Burmese Directed Independent Study**

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor.

S. Tun.

Various topics according to need.

## Cambodian

See Khmer.

## Cebuano (Bisayan)

**Fees.** A small fee may be charged for photocopied texts for course work.

**[CEBU 101-102 Elementary Cebuano**

101, fall; 102, spring. Offered according to demand. 6 credits each term. Prerequisite for Cebuano 102: Cebuano 101 or equivalent. Not offered 1994-95.

J.U. Wolff and staff.

A semi-intensive course for beginners.]

## Chinese

For literature courses [conducted in English or Chinese] and Classical Chinese, see Asian Studies.

**NOTE:** Check the Chinese bulletin boards near Morrill 416 for information on testing, classes, etc., before classes begin. Placement tests [for those who do not know which course they qualify for] are given the week before classes begin, both fall and spring. Qualification and proficiency testing is done the first week of classes in the fall only.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

**CHIN 101-102 Elementary Mandarin**

101, fall; 102, spring. 6 credits each term. Prerequisite for Chinese 102: Chinese 101 or equivalent. Satisfactory completion of Chinese

102 fulfills the qualification portion of the language requirement.

J. Wheatley and staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in conversational and reading skills. Students with some facility in the spoken language [because Chinese is spoken at home] but who do not read [characters] should take 109/110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should see the program director in Morrill 416 before enrolling.

**CHIN 109-110 Elementary Reading (with Mandarin pronunciation)**

109, fall; 110, spring. 3 credits each term. Prerequisite: for Chinese 110, 109 or equivalent. Satisfactory completion of Chinese 110 fulfills the qualification portion of the language requirement.

Staff.

This course is intended primarily for students who speak some Chinese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

**CHIN 111-112 Cantonese Elementary Speaking**

111, fall; 112, spring. 3 credits each term. Prerequisites: for Chinese 112: Chinese 111 or equivalent. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements.

Staff.

A course for beginners. Conversation in standard Cantonese as spoken in Hong Kong and Canton.

**CHIN 113-114 Cantonese Elementary Reading**

113, fall; 114, spring. 3 credits each term. Prerequisites: for Chinese 114: Chinese 113. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements.

J. C. Yang.

This course is intended primarily for students who speak some Cantonese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

**CHIN 201-202 Intermediate Mandarin @** 201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisites: for Chinese 201, Chinese 102 or equivalent; for Chinese 202, Chinese 201. Satisfactory completion of Chinese 201 fulfills the proficiency portion of the language requirement.

Q. Teng and staff.

Continuing instruction in written and spoken Chinese.

**CHIN 211-212 Intermediate Cantonese @**

211, fall; 212, spring. 4 credits each term. Prerequisites: for Chinese 211, Chinese 112 and 114 or equivalent; for Chinese 212, Chinese 211.

J. C. Yang.

Continuing instruction in spoken Cantonese and in characters [Cantonese and Mandarin], reading comprehension, and reading aloud with Cantonese pronunciation.

**CHIN 301-302 Advanced Mandarin I @** 301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301.

P. Wang.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

**CHIN 303-304 Advanced Mandarin Conversation @**

303, fall; 304, spring. 1 credit each term. Prerequisites: Chinese 201-202 or equivalent or permission from instructor. S-U grades only.

Staff.

Conversation and reading practice for students who wish to maintain language skills. Guided conversation and oral composition and translation. Corrective pronunciation drills.

**CHIN 311-312 Advanced Cantonese @**

311, fall; 312, spring. 4 credits each term. Prerequisites: for Chinese 311, Chinese 212 or equivalent; for Chinese 312, Chinese 311.

J. C. Yang.

Continuing instruction in spoken Cantonese and written Chinese with Cantonese pronunciation. Content will be determined in part by needs of students.

**[CHIN 401 History of the Chinese Language]**

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

Staff.

Survey of phonological and syntactic developments in Chinese.]

**[CHIN 403 Linguistic Structure of Chinese I]**

**[CHIN 404 Linguistic Structure of Chinese II]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

Staff.

Syntax of modern Mandarin Chinese.]

**[CHIN 405 Chinese Dialects]**

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

Staff.

Introductory survey of modern dialects and their distinguishing characteristics.]

**CHIN 411-412 Advanced Mandarin II**

411, fall; 412, spring. 4 credits each term. Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411.

Q. Y. Teng.

Reading and discussion of various styles and genres of Chinese. Special attention to building vocabulary and increasing reading speed. Selections from current events, newscasts, and literature.

**CHIN 413-414 Current Events: Advanced Reading and Discussion**

413, fall; 414, spring. 2 credits each term. Prerequisites: Chinese 412 or equivalent or permission of instructor. S-U grades only.

Staff.

Reading practice for students in Chinese studies. Content varies.

**CHIN 415-416 Correspondence and Composition**

415, fall; 416, spring. 3 credits. Prerequisite: permission of instructor.

P. Wang.

Letter writing and other forms of composition for students with advanced reading and speaking ability in standard Chinese.

**[CHIN 607 Chinese Dialect Seminar]**

Fall or spring, according to demand. 4 credits. Prerequisites: Chinese 405 and permission of instructor. Not offered 1994-95.

Staff.

Analysis and field techniques in a selected dialect area.]

**FALCON (Full-year Asian Language Concentration)**

J. Wheatley, 416 Morrill Hall (255-9301).

**CHIN 160 Introductory Intensive Mandarin**

Summer only. 10 credits.

J. Wheatley and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive drills with native speakers, and laboratory work. Students who complete this course with a grade of B or above normally are eligible to enroll in an intermediate course.

**CHIN 161-162 Intensive Mandarin @**

161, fall; 162, spring. 16 credits each term. Prerequisites: for Chinese 161, Chinese 160 (Cornell summer intensive course) or equivalent or permission of instructor; for Chinese 162, Chinese 161. Satisfactory completion of Chinese 161 fulfills the proficiency portion of the language requirement.

J. Wheatley and staff.

**Czech**

*Fees.* A small fee may be charged for photocopied texts for course work.

**CZECH 131-132 Elementary Czech**

131, fall; 132, spring. 3 credits each term. Prerequisite for Czech 132, Czech 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement.

J. Josek.

Covers all language skills: speaking, listening comprehension, reading, and writing.

**CZECH 133-134 Continuing Czech**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Czech 133, Czech 132 or equivalent. Satisfactory completion of Czech 134 fulfills the qualification portion of the language requirement.

J. Josek.

An intermediate conversation and reading course.

**Danish**

*Fees.* A small fee may be charged for photocopied texts for course work.

**DANSK 131-132 Elementary Danish**

131, fall; 132, spring. 3 credits each term. Prerequisite for Danish 132, Danish 131 or equivalent. This language series cannot be used to satisfy the language requirement.

P. M. Mitchell.

**Dutch**

*Fees.* A small fee may be charged for photocopied texts for course work.

**DUTCH 121-122 Elementary Dutch**

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite: permission of instructor.

M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaning-

ful contexts. The course also offers insight into Dutch language, culture, and society.

### **DUTCH 123 Continuing Dutch**

Fall. 4 credits each term. Prerequisite: Dutch 122 or equivalent.

M. Briggs.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills based on Dutch and Dutch-speaking cultures.

### **DUTCH 203 Intermediate Composition and Conversation**

Spring. 3 credits. Prerequisite: Qualification in Dutch or permission of instructor.

M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, compositions and reading, drawing on Dutch and other Dutch-speaking cultures.

### **DUTCH 204 Intermediate Composition and Conversation**

Fall. 3 credits. Prerequisite: Dutch 203 or permission of instructor.

M. Briggs.

This course aims to emphasize written and oral application of accurate, idiomatic Dutch. Reading of authentic material of newspapers, literature, and history, with emphasis on Dutch seventeenth-century culture and its influence on the Americas. Taught in Dutch.

## **English**

Intensive English Program, see p. 525.

*Fees.* A small fee may be charged for photocopied texts for course work.

### **ENGLF 205 English as a Second Language**

Fall. 4 credits. Prerequisite: placement by examination.

D. Campbell.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

### **ENGLF 206 English as a Second Language**

Spring. 3 credits. Prerequisite: English 205 or placement by examination.

D. Campbell.

Designed for those who have completed English 205 and who require or desire further practice, particularly in writing. Individual conferences are also included.

### **ENGLF 209 English as a Second Language**

Fall or spring. 1 credit. Prerequisite: placement by examination.

S. Schaffzin.

Practice in informal conversational English techniques for gaining information, and classroom speaking. Students also practice giving informal presentations. Personal conferences with the instructor supplement class work.

### **ENGLF 210 English as a Second Language**

Spring. 1 credit. Prerequisite: placement by examination.

S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information in various forms. Personal conferences supplement class work.

### **ENGLF 211 English as a Second Language**

Fall, spring, or summer. 3 credits. Prerequisite: placement by examination.

D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

### **ENGLF 212 English as a Second Language**

Spring. 3 credits. Prerequisite: English 211 or placement by examination.

D. Campbell.

Research paper writing. Students work on one project, for example, a research paper on a topic of their choice (if for another course, permission of the other instructor is mandatory), a thesis proposal, pre-thesis, or part of a thesis such as the literature review. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences supplement class work. Separate sections for Social Sciences/Humanities and for Science/Technology.

### **ENGLF 213 Written English for Non-Native Speakers**

Spring. 3 credits. Prerequisite: placement by examination.

D. Campbell.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who feel the desire for refining and developing their ability to express themselves clearly and effectively. Individual conferences supplement class work.

## **Freshman Writing Seminar**

### **ENGLB 215-216 English for Later Bilinguals**

For description, see freshman writing seminar brochure.

## **Ewe**

See listings under Africana Studies and Research Center.

## **French**

A. Cohn (director of undergraduate studies, 216 Morrill Hall, 255-3073), L. R. Waugh.

For information on language placement and transfer credit, contact C. Waldron (403 Morrill Hall, 255-0702). For literature and advanced language courses see Romance Studies.

## **The Major**

The French major has two separate tracks, the literature track and the linguistics track. The linguistics track is described here; for the literature track, see the description under Romance Studies. The major in French linguistics is designed to give students proficiency in the oral and written language and to develop skills in the linguistic analysis of French.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French and/or linguistics at Cornell and become a major. Students wishing to major in French linguistics should consult Professor Linda Waugh, who will advise them.

## **The French Linguistics Major**

To be admitted to the major, students should have completed Linguistics 101 and French 200, 203, 205 or 213 (or their equivalents) by the end of the sophomore year. It is expected that all students in the major will also take either French 220, 221 or 222, preferably by the end of the sophomore year.

To complete the major, a student must:

- 1) acquire a sound degree of competence in French. This competence is demonstrated by the successful completion of French 312 (or its equivalent) or by the passing of a special examination. Typically, students in the major will have taken 312 by the end of their junior year.
- 2) take six courses in French, Romance, and general linguistics (in addition to Linguistics 101). These courses will include at least one course concerning the history of French (e.g., French 401, Romance Linguistics 321, French 629 [listed under Romance Studies]), one course concerning the structure of French (e.g., French 408, 410, 604, Linguistics 323), and one other course in French linguistics.
- 3) take two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture. (This requirement may be waived for students who are double majors in other fields).

## **Study Abroad in France**

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from Jacques Béraud, director of undergraduate studies, Department of Romance Studies. (See the description of the program in Paris sponsored by Cornell under the Department of Romance Studies.)

## **Study Abroad in Geneva**

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students who have an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and



qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

**Honors.** The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

**Fees.** Depending on the course, a small fee may be charged for copies of texts for course work.

#### **FRDML 101 Basic Course I**

Summer only. 6 credits.

M. J. Davis.

An introductory course offering opportunities for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Students who have previously studied French must take the placement examination or receive permission from the instructor before registering for this course.

#### **FRDML 103-104 Language and Culture**

103, fall; 104, spring. 2 credits each term. Students wishing to take 103 in the fall must be registered concurrently in 121; those wishing to take 104 in the spring must be registered concurrently in 122. Satisfactory completion of 103/121 and 104/122 fulfills the qualification portion of the language requirement.

M. J. Davis and N. Gabriel.

Audio-visual materials, texts, and additional practice to supplement the curriculum of French 121-122; and lectures which offer insights into French language, culture, and society.

#### **FRDML 121 Elementary French**

Fall or spring. 4 credits. Spring enrollment limited. No prerequisites. Intended for beginning students or those placed by examination.

M. J. Davis, N. Gabriel, and staff.

The five recitation sections per week offer the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts.

#### **FRDML 122 Elementary French**

Fall or spring. 4 credits. Prerequisite: French 121 or CPT or FPT score between 370 and 440. Students who receive an FPT score of 560 after French 122 attain qualification and may enter the 200-level sequence; otherwise, satisfactory completion of French 123 is required for qualification.

M. J. Davis, N. Gabriel and staff.

The goal of French 122 is to build on the students' elementary knowledge of French so that they can function in basic situations in a French-speaking culture. Daily classes provide intensive, context-specific practice in speaking, listening, reading, and writing.

#### **FRDML 123 Continuing French**

Fall, spring, or summer. 4 credits. Limited to students who have previously studied French and have a CPT or FPT score between 450 and 550. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement.

A. Grandjean-Levy.

French 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see a foreign language as something more than a bunch of skills to be memorized. The course features authentic texts, a functional grammar, and exchange students from France who visit the sections.

#### **FRDML 200 Intermediate Reading and Writing**

Fall or spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-640). Satisfactory completion of French 200 fulfills the proficiency portion of the language requirement.

C. Sparfel.

A language course based on contemporary reading material. Strengthening of reading and writing skills; review and expansion of vocabulary and grammar. Taught in French.

#### **FRDML 203 Intermediate Composition and Conversation I**

Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-640). Satisfactory completion of French 203 fulfills the proficiency portion of the language requirement.

I. Daly.

Improved control of French grammatical structure and vocabulary through guided conversation, composition, and reading. Lectures include grammar review, videos on current topics, and cultural presentations. Taught in French.

#### **FRDML 205 Intermediate French: le français multicolore @**

Spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score of 560-640). Satisfactory completion of French 205 fulfills the proficiency portion of the

language requirement and can be used to satisfy the breadth requirement.

N. Gabriel.

Opportunities to strengthen and expand active language skills within the context of the wider French-speaking world. Contemporary readings; video and audio materials; and people from francophone countries of Europe, Africa, and the Americas will provide bases for individual and group projects. Taught in French.

#### **FRDML 213 Intermediate Composition and Conversation II**

Fall, spring, or summer. 3 credits. Enrollment limited. Prerequisite: proficiency in French (French 200, 203, or 205), permission of instructor, or placement by Cornell Advanced Standing Examination (CASE) offered by the Department of Modern Languages and Linguistics. This course, or its equivalent, is required for admission to the Cornell Abroad program.

C. Waldron.

Emphasis on improving oral and written expression of accurate, idiomatic French along with enrichment of vocabulary and treatment of specific problems of grammar. Contemporary readings, newspaper articles on current events, television news, movies, and guest speakers will provide a basis for the courses content. (Varying emphasis on the elements according to section.) Taught in French.

#### **FRDML 290 French through Current Events**

Fall. 3 credits. Enrollment limited. Prerequisite: French 204 or equivalent.

A. Grandjean-Levy.

French daily television satellite news broadcasts and a subscription to a *Le Figaro*-related weekly will be the basis for the study of current events and contemporary French culture. Assignments will require some research on related topics for reports and papers and production of a television news broadcast.

#### **FRDML 291 Contemporary French Culture through Film**

Fall or spring. 3 credits. Prerequisite: French 204 or equivalent.

C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis on the cultural and historical context as it relates to French contemporary society.

#### **[FRDML 401 History of the French Language #**

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years. Not offered 1994-95.

Staff.

Diachronic development of French from Latin, with emphasis on phonological and morphological change. Course work includes problems in reconstruction, textual analyses, discussions of theoretical topics, and external history.]

#### **[FRDML 407 Applied Linguistics: French**

Fall. 4 credits. Prerequisite: qualification in French. Offered alternate years. Not offered 1994-95.

Staff.

Designed to equip the student with the ability to apply linguistic descriptions in teaching French, with special emphasis on phonetics and morphology.]

**[FRDML 408 Linguistic Structure of French I (also Linguistics 408)]**

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101 or Linguistics 400, or permission of instructor. Offered alternate years. Not offered 1994-95.

A. Cohn.

A synchronic study and analysis of modern French, with emphasis on its phonology and morphology.]

**[FRDML 410 Linguistic Structure of French II]**

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years.

L. Waugh.

A synchronic study and analysis of modern French, with emphasis on semantics, pragmatics, and discourse analysis.

**[FRDML 604 Contemporary Theories of French Grammar]**

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1994-95.

L. Waugh.

Selected readings of twentieth-century French linguistics.]

**[FRDML 630 French for Reading—Graduate Students]**

Spring and summer. 3 credits. Limited to graduate students.

Staff.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

**[FRDML 700 Seminar in French Linguistics]**

Spring, according to demand. Credit to be arranged.

Staff.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology, current theories in French syntax, and semantics of French.

**German**

W. Harbert, (director of undergraduate studies, 210 Morrill Hall, 255-8441), J. H. Jasanoff. For literature courses see German Studies.

**The German Major**

See German Studies.

**Study Abroad**

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell,

who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. For further information, students should contact W. Harbert, director of undergraduate studies, Department of Modern Languages and Linguistics (210 Morrill Hall, 255-8441), and the Cornell Abroad Office (474 Uris Hall, 255-6224).

**German Area Studies Major**

See German Studies.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

**Freshman Writing Seminar Requirement**

See German Studies.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

**GERLA 121-122 Elementary German**

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite for German 122: German 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after German 121-122 attain qualification and may enter the 200-level sequence; otherwise German 123 is required for qualification.

D. McGraw.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

**GERLA 123 Continuing German**

Fall or spring. 4 credits. Limited to students who have previously studied German and have a CPT achievement score between 450 and 550. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement.

D. Hobbs.

An all-skills course designed to prepare students for study at the 200 level.

**GERLA 203 Intermediate Composition and Conversation**

Fall or spring. 3 credits. Prerequisite: qualification in German (German 123 or CPT score of 560-640).

G. Lischke.

Conversation; review of selected points of grammar; composition; reading of literary and non-literary texts; discussion of current events and videos; emphasis on development of accurate and idiomatic expression. Fulfills language proficiency requirement.

**GERLA 204 Intermediate Composition and Conversation**

Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor.

G. Valk.

Emphasis on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in conversational context. Material consists of readings in contemporary prose, articles on current events, a novel and discussion of several videos; treatment of specific grammar issues, and computer assisted instruction in writing.

**GERLA 303-304 Advanced Composition and Conversation**

303, fall; 304, spring. 4 credits each term. Prerequisite for German 303: German 204 or equivalent. Prerequisite for German 304: German 303 or equivalent.

G. Valk.

**303:** Emphasis on increasing the students' oral and written command of German. Study of the language in different text types, such as newspaper, magazines, and two novels. Discussion of current events and literary texts provides background on the history, politics, and social conflicts of German-speaking countries.

**304:** Course materials include DIE ZEIT, other German newspaper/magazine articles, and two contemporary novels. Emphasis on vocabulary development pertinent to issues of today's German-speaking countries. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

**GERLA 306 Zeitungsdeutsch**

Fall. 4 credits. Prerequisite: German 304 or equivalent.

G. Lischke.

Analysis of various German daily and weekly newspapers with special emphasis on stylistic differences in journalism; discussion of current events. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

**GERLA 401 Introduction to Germanic Linguistics**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor.

W.E. Harbert.

Survey of major issues in historical Germanic linguistics.

**[GERLA 402 History of the German Language #]**

Spring. 4 credits. Prerequisites: German 204 and Linguistics 101 or permission of instructor. Offered alternate years. Not offered 1994-95.

Staff.

Phonological, morphological, syntactic, and semantic developments from pre-Old High German times to the present.]

**[GERLA 404 Modern German Syntax]**

Spring. 4 credits. Prerequisite: German 304 or equivalent, and Linguistics 101 or 303. Not offered 1994-95.

Staff.

An application of selected theoretical syntactic models to problems in the syntax of modern German.]

**[GERLA 406 Runology #]**

Spring. 4 credits. Prerequisite: German 401. Not offered 1994-95.

W. E. Harbert.

A study of the inscriptions in the older futhark and their relevance to historical Germanic linguistics.]

**GERLA 407 Teaching German as a Foreign Language**

Fall. 2 credits.  
Staff.

This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given topics such as planning syllabi, writing classroom tests, and evaluating student's performance.

**[GERLA 602 Gothic]**

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1994-95.  
W. E. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.]

**[GERLA 603 Old High German, Old Saxon]**

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1994-95.  
W. E. Harbert.]

**[GERLA 605 Structure of Old English]**

Fall. 4 credits. Prerequisite: German 401. Offered alternate years. Not offered 1994-95.  
W. E. Harbert.

Linguistic overview of Old English, with emphasis on phonology and syntax.]

**[GERLA 606 Topics in Historical Germanic Phonology]**

Fall. 4 credits. Prerequisite: German 401. Not offered 1994-95.  
Staff.

The development of the sound system from Proto-Germanic to its daughter languages.]

**[GERLA 607 Topics in Historical Germanic Morphology]**

Fall. 4 credits. Prerequisite: German 401. Not offered 1994-95.  
J. Jasanoff.

The Germanic verbal system and its Indo-European origins.]

**[GERLA 608 Topics in Historical Germanic Syntax]**

Fall. 4 credits. Prerequisite: German 401. Not offered 1994-95.  
W. E. Harbert.

A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

**GERLA 609-610 Old Norse**

609, fall; 610, spring. 4 credits each term.  
H. Bernhardsson.

Study of the linguistic structure of Old Norse, with extensive reading of Old Norse texts.

**[GERLA 611 Readings in Old High German and Old Saxon]**

Spring. 4 credits. Not offered 1994-95.  
J. Jasanoff.

Texts are chosen to suit the interests of the students taking the course but normally include selections from the more extensive Old High German and Old Saxon sources (Otfrid, Tatian, Heliand) as well as representative shorter works such as Hildebrandslied, Muspilli, and Genesis.]

**GERLA 631-632 Elementary Reading I, II**  
631, fall or summer; 632, spring or summer. 3 credits each term. Limited to graduate students. Prerequisite for German 632: German 631 or equivalent.

G. Appel.

Two-course sequence specifically designed to help students acquire German for reading academic texts from various disciplines. Orientation is toward developing reading strategies, building vocabulary, and utilizing knowledge of text structure to facilitate text understanding. The majority of reading materials will be selected on the basis of individual needs and interests of the participants in the course.

**[GERLA 710 Seminar in Germanic Linguistics]**

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1994-95.  
Staff.]

**[GERLA 720 Seminar in Comparative Germanic Linguistics]**

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1994-95.

Staff.

Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.]

**[GERLA 730 Seminar in German Linguistics]**

Fall or spring, subject to the needs of students and the limitations of staff time. 4 credits. Not offered 1994-95.

Staff.

Selected topics including the history, structure, and dialects of German.]

**Modern Greek**

See listings under Classics.

**Modern Hebrew**

See listings under Near Eastern Studies.

**Hindi**

*Fees.* A small fee may be charged for photocopied texts for course work.

**HINDI 101-102 Elementary Hindi-Urdu**

101, fall; 102, spring. 6 credits each term. Prerequisite for Hindi-Urdu 102: Hindi-Urdu 101 or equivalent.

C. Fairbanks.

A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take 109-110. Check with instructor regarding placement.

**HINDI 109-110 Accelerated Elementary Hindi-Urdu**

109, fall; 110, spring. 3 credits each term. Prerequisite for Hindi-Urdu 110: Hindi-Urdu 109 or equivalent.

C. Fairbanks.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence will provide a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance

on an examination given at the end of 110, will constitute a level of performance equal to that of the 101-102 sequence, and will thus be considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

**[HINDI 201-202 Intermediate Hindi Reading @]**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor. Not offered 1994-95.

C. Fairbanks.]

**HINDI 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor.

C. Fairbanks.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203 video materials are used and the emphasis is on the conversational aspect of the language. In 204 the focus shifts to reading skills, and the main text used is a popular novel.

**HINDI 301-302 Advanced Readings in Hindi Literature @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Hindi 301, Hindi 202; for Hindi 302, Hindi 301 or equivalent.

C. Fairbanks.

Selected readings in modern Hindi literature.

**[HINDI 303-304 Advanced Composition and Conversation @]**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent. Not offered 1994-95.

C. Fairbanks.]

**[HINDI 305-306 Advanced Hindi Readings @]**

305, fall; 306, spring. 4 credits each term. Prerequisites: for Hindi 305, Hindi 202 or equivalent; for Hindi 306, Hindi 305 or equivalent. Not offered 1994-95.

C. Fairbanks.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.]

*Note:* For complete descriptions of courses numbered 600 and above, consult the appropriate instructor.

**[HINDI 700 Seminar in Hindi Linguistics]**

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered 1994-95.  
Staff.]

**Hungarian**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[HUNGR 131-132 Elementary Hungarian]**

131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Not offered 1994-95.

Staff.

Intended for beginners or students with limited knowledge of the language.]

## Indonesian

For students who have completed Indonesian 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (307 Morrill Hall, 255-0733).

**Fees.** A small fee may be charged for photocopied texts for course work.

**INDO 121-122 Elementary Indonesian**  
121, fall; 122, spring. 4 credits each term.  
Prerequisite for Indonesian 122: Indonesian 121.

J. U. Wolff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

**INDO 123 Continuing Indonesian**  
Fall. 4 credits. Prerequisites: Indonesian 122 or equivalent. Satisfactory completion of Indo 123 fulfills the qualification portion of the language requirement.

J. U. Wolff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

**INDO 205-206 Intermediate Indonesian @**

205, fall; 206, spring. 3 credits each term.  
Prerequisite for 205: Indonesian 123 or equivalent; Indonesian 206: Indonesian 205 or equivalent. Satisfactory completion of Indo 205 fulfills the proficiency portion of the language requirement.

J. U. Wolff.

This course develops all four skills: reading, writing, speaking, and comprehension.

**[INDO 300 Linguistic Structure of Indonesian]**

Fall or spring. 4 credits. Prerequisites: Indonesian 123 or equivalent and Linguistics 101. Not offered 1994-95.

Hours to be arranged. J. U. Wolff.]

**[INDO 301-302 Advanced Readings in Indonesian and Malay]**

301, fall; 302, spring. 4 credits each term.  
Prerequisites: for Indonesian 301, Indonesian 205-206 or equivalent; for Indonesian 302, Indonesian 301. Not offered 1994-95.

J. U. Wolff.]

**[INDO 303-304 Advanced Indonesian Conversation and Composition]**

303, fall; 304, spring. 4 credits each term.  
Prerequisites: for Indonesian 303, Indonesian 206; for Indonesian 304, Indonesian 303 or equivalent. Not offered 1994-95.

J. U. Wolff.]

**[INDO 305-306 Directed Individual Study]**  
305, fall; 306, spring. 2-4 credits. Prerequisite: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. Not offered 1994-95.

J. U. Wolff.

A practical language course on an advanced level in which the students will read materials

in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.]

**[INDO 401-402 Advanced Readings in Indonesian and Malay Literature]**

401, fall; 402, spring. 4 credits each term.  
Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or equivalent. Not offered 1994-95.

J. U. Wolff.]

**FALCON (Full-year Asian Language Concentration)**

**INDO 161-162 Intensive Indonesian**  
161, fall; 162, spring. 16 credits each term.  
Prerequisite: permission of instructor.

J. U. Wolff and staff.

## Related Course

Seminar in Austronesian Linguistics (Linguistics 655-656).

## Italian

G. Chierchia, C. Rosen.

For literature courses see Romance Studies.

## The Italian Major

See Romance Studies.

## Study Abroad in Italy

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include: Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome; Italian 111, 112, elementary Italian 111 and 112 correspond to Cornell courses 121 and 122 respectively (see below). Students having passed 111 in Rome will be admitted to 122 when they get back to Cornell. Students having passed 112 in Rome will be granted credit but must take the Italian Skills Assessment for satisfaction of the language requirement and for placement into more advanced courses upon their return to Cornell. More advanced Italian classes in Rome are also being organized.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Cornell collaborates with six other major U.S. universities in sponsoring the Bologna Cooperative Studies Program (BCSP) for study abroad in Bologna, Italy. Through BCSP, advanced students can experience total

immersion in Italian education and culture in a city that combines a long and rich history with modern prosperity and an active commercial and cultural life. Students attend classes at the University of Bologna, the oldest university in Europe and one of Italy's most respected. The academic year begins in September and October with an intensive six-week orientation in Bologna, which includes instruction in Italian grammar, conversation, and history. When the University of Bologna's academic year commences in November, students enroll in three regular, year-long courses with Italian students. In addition, students take one of the special one-semester BCSP courses in contemporary literature, art history, the European Community, and Italian language. University of Bologna faculty members teach the BCSP courses.

Housing is arranged through the BCSP program office in Bologna. Students live in rented apartments near the university with other program participants and Italian roommates.

Eligibility requirements: advanced preparation in Italian, at least a "B" average, and at least junior standing when program participation begins. The minimum Italian language preparation is the completion of Italian 204 or its equivalent. Students interested in the study abroad program in Bologna should consult the Cornell Abroad office for further information.

**Fees.** Depending on the course, a small fee may be charged for copies of texts for course work.

## ITALA 101 Basic Course I

Summer only. 6 credits.

Staff.

A thorough grounding in all basic language skills. Students who have previously studied Italian must take the qualifying examination before registering for this course.

## ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term.  
Prerequisite for Italian 122: Italian 121 or equivalent. Intended for beginners or students placed by examination. At the end of Italian 122, students who score 560 or higher on the Italian Skills Assessment attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification.

K. Battig.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

## ITALA 123 Continuing Italian

Fall. 4 credits. Limited to students who have previously studied Italian and score between 450 and 550 on the Italian Skills Assessment. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement.

J. Scarpella.

Italian 123 is an all-skills course designed to improve speaking and reading ability, to establish a groundwork for correct writing, and to provide a substantial grammar review.

## ITALA 203-204 Intermediate Composition and Conversation @

203, fall or spring; 204, fall or spring. 3 credits each term. Prerequisites: for Italian 203, qualification in Italian; for Italian 204, 203 or equivalent.



203, fall: M. Swenson. 203, spring: J. Scarpella. 204, fall: K. Battig; spring: M. Swenson.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

*Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listing under Italian 201 for description of this course, which may be taken concurrently with the Italian 203-204 language courses described above. The introductory literature courses are offered by the respective literature departments, and the 203-204 language courses by the Department of Modern Languages and Linguistics.*

### **ITALA 313 Advanced Italian: Language in Italian Culture**

Fall. 3 credits. Prerequisite: Italian 204 or equivalent or permission of instructor. ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

M. Swenson.

Further development of all skills. Readings and discussions center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, evolution, and present state, including the role of the dialects. Emphasis on vocabulary building and awareness of stylistic levels.

### **ITALA 314 Advanced Italian: Language and Social Issues**

Spring. 3 credits. Prerequisite: Italian 204 or equivalent. ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

M. Swenson.

Further development of all skills, with emphasis on self-expression. Content: evolution and crisis in Italian politics, values, and national identity against the background of European unification. Social movements, issues, and attitudes, especially as reflected in the mass media.

### **[ITALA 403 Linguistic Structure of Italian**

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1994-95.

C. Rosen.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

### **[ITALA 404 History of the Italian Language**

Spring. 4 credits. Prerequisites: Linguistics 321 and either Italian 201 or 203 or equivalent. Offered alternate years. Not offered 1994-95.

C. Rosen.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

### **ITALA 631 Readings in Italian Opera Libretti**

Spring. 2 credits. For graduate students only. Prerequisite: permission of instructor. Offered concurrently with appropriate seminars in the Department of Music.

## **Japanese**

For literature courses see Asian Studies.

*Fees.* A small fee may be charged for photocopied texts for course work.

### **JAPAN 101-102 Elementary Japanese**

101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration. Intended for beginners or for those who have been placed in the course by examination.

J. Zeserson.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

### **JAPAN 123 Accelerated Introductory Japanese**

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester.

J. Zeserson.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study, but who require additional training to qualify for admission to Japanese 102. Attend Japan 101 lectures.

### **JAPAN 201-202 Intermediate Japanese Reading I @**

201, fall; 202, spring. 2 or 3 credits each term. Students currently taking Japanese 203 and 204 register for 2 credits and attend the W drill and the F lecture; other students register for 3 credits (with permission of instructor) and attend the W drill and the M, W, F lectures. Prerequisites: for Japanese 201, Japanese 102 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 204 or placement by the instructor during registration.

Staff.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

### **JAPAN 203-204 Intermediate Japanese Conversation @**

203, fall and summer; 204, spring and summer. 4 credits each term. Prerequisites: for Japanese 203, Japanese 102 or placement by the instructor during registration; for Japanese 204, Japanese 203, 205, or 223, or placement by the instructor during registration.

Staff.

Training in listening and speaking for students who have acquired basic oral proficiency. Students are strongly encouraged to enroll in Japanese 201-202 concurrently.

### **JAPAN 301-302 Intermediate Japanese Reading II @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Japanese 301, Japanese 202 or placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration.

K. Selden and staff.

Reading of selected modern texts with emphasis on expository style.

### **JAPAN 303-304 Communicative Competence @**

303, fall; 304, spring. 3 credits each term. Prerequisites: for Japanese 303, Japanese 204 or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration.

Y. Katagiri.

Drill in the use of spoken Japanese within the constraints set by Japanese social settings.

### **JAPAN 341-342 Advanced Japanese for Business Purposes @**

341, fall; 342, spring. 4 credits each term. Prerequisite: permission of instructor. Meets concurrently with Japan 545-546.

R. Sukle.

This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

### **JAPAN 401-402 Advanced Japanese Reading @**

401, fall; 402, spring. 4 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration.

K. Selden, Y. Kawasaki.

Reading of selected modern texts with emphasis on expository style. One section of Japanese 401-402 specializes in business/social science materials. Consult with Y. Kawasaki.

### **[JAPAN 404 Linguistic Structure of Japanese**

Spring. 4 credits. Prerequisites: Japanese 102 or permission of instructor, and Linguistics 101, or equivalent introductory course in linguistics. Offered alternate years. Next offered 1995-96.

J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

### **JAPAN 407-408 Oral Narration and Public Speaking**

407, fall; 408, spring. 2 credits each term. Prerequisites: for Japanese 407, Japanese 304 or placement by the instructor during registration; for Japanese 408, Japanese 407 or placement by the instructor during registration.

Y. Ueno.

Instruction in storytelling, lecturing, and speechmaking, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

### **[JAPAN 410 History of the Japanese Language @#**

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Next offered 1995-96.

J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

### **JAPAN 421-422 Directed Readings**

421, fall; 422, spring. Credit to be arranged. Limited to advanced students and offered according to staff-time availability. Prerequisite: placement by the instructor during registration.

K. Selden.

Topics are selected on the basis of student needs.

**JAPAN 543-544 Intermediate Japanese for Business Purposes**

543, fall; 544, spring. 4 credits. For graduate students only.

R. Sukle.

Training in listening and speaking for students who have acquired basic oral proficiency. For students in international business and economics.

**JAPAN 545-546 Advanced Japanese for Business Purposes**

For graduate students only; undergraduates register for Japanese 341-342. Meets concurrently with Japanese 341-342.

R. Sukle.

This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

**FALCON (Full-year Asian Language Concentration)**

R. Sukle, 412 Morrill Hall (255-0734)

**JAPAN 160 Introductory Intensive Japanese**

Summer only. 10 credits.

R. Sukle and staff.

Introduction to spoken and written Japanese, including extensive drill with native speakers of the language, laboratory work, and lectures by the linguistics faculty on linguistic analysis and language and culture.

**JAPAN 161-162 Intensive Japanese (FALCON) @**

161, fall; 162, spring. 16 credits each term. Prerequisites: for Japanese 161, Japanese 102 or 160 (Cornell summer intensive course) at Cornell, or placement by the instructor during registration; for Japanese 162, Japanese 161 at Cornell or placement by the instructor during registration.

R. Sukle and staff.

Formal application to the program and acceptance is required for admission.

**Japanese**

*Fees.* A small fee may be charged for photocopied texts for course work.

**JAVA 131-132 Elementary Javanese**

131, fall; 132, spring. 3 credits each term. Prerequisite: for Javanese 132, Javanese 131 or equivalent.

J. U. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.

**JAVA 133-134 Continuing Javanese**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Javanese 133, Javanese 132 or equivalent; for Javanese 134, Javanese 133 or equivalent.

J. U. Wolff and staff.

An intermediate conversation and reading course.

**JAVA 203-204 Directed Individual Study**

203, fall; 204, spring. 3 credits. Prerequisite: Javanese 134 or equivalent.

J. U. Wolff and staff.

This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.

**Old Javanese**

See Linguistics 651-652.

**Khmer (Cambodian)**

*Fees.* A small fee may be charged for photocopied texts for course work.

**KHMER 101-102 Elementary Khmer**

101, fall; 102, spring. 6 credits each term. Prerequisite for Khmer 102: Khmer 101 or equivalent.

G. Diffloth and staff.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

**KHMER 201-202 Intermediate Khmer Reading @**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201.

G. Diffloth and staff.

Continuing instruction in spoken and written Khmer.

**KHMER 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203.

G. Diffloth and staff.

Letter writing and other forms of composition.

**KHMER 301-302 Advanced Khmer @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Khmer 301, Khmer 202 or equivalent; for Khmer 302, Khmer 301.

G. Diffloth and staff.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**KHMER 401-402 Directed Individual Study**

401, fall; 402, spring. For advanced students. 4 credits each term. Prerequisite: permission of instructor.

G. Diffloth.

Various topics according to need.

**[KHMER 403-404 Structure of Khmer**

403, fall; 404, spring. 4 credits each term. Prerequisite: Linguistics 101 or equivalent. Not offered 1994-95.

G. Diffloth.

Introduction to the linguistic study of Khmer.]

**Korean**

*Fees.* A small fee may be charged for photocopied texts for course work.

**KOREA 101-102 Elementary Korean**

101, fall; 102, spring. 4 credits each term.

H. Diffloth.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and rudiments of grammar.

**KOREA 109-110 Elementary Reading**

109, fall; 110, spring. 3 credits each term. Prerequisite: permission of instructor. Satisfactory completion of Korean 110 will fulfill the qualification portion of the language requirement.

H. Diffloth.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

**KOREA 201-202 Intermediate Korean @**

201, fall; 202, spring. 4 credits each term. Prerequisite: for Korean 201, Korean 102 or permission of instructor; for Korean 202, Korean 201.

H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

**KOREA 301-302 Advanced Korean**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Korean 301, Korean 202 or placement by instructor; for Korean 302, Korean 301 or placement by instructor.

H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced drill on the spoken language.

**Languages**

*Fees.* A small fee may be charged for photocopied texts for course work.

**LANG 300 Independent Language Study**

Fall or spring. 1-4 credits. Prerequisite: permission of instructor.

Staff.

Languages are sometimes taught on a specialized basis when faculty are available to address particular student needs. Sections will be arranged with the instructor.

**Latin**

See listings under Classics.

**Linguistics**

Linguistics, the systematic study of human speech, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Modern Languages and Linguistics span most of the major subfields of linguistics, phonetics and phonology, the study of speech sounds; syntax, the study of sentence structure; semantics, the study of meaning; historical linguistics, the study of language change in time; sociolinguistics, the study of language as a social and cultural artifact; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and similar practical concerns.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, which is a prerequisite for most other

courses in the field. The Cornell Linguistic Circle, a student organization, sponsors frequent colloquia on linguistic topics; these meetings are open to the university public, and anyone wishing to learn more about linguistics is most welcome to attend.

### The Major

For questions regarding the linguistics major, contact C. Rosen (311 Morrill Hall, 255-0722.)

The prerequisite for a major in linguistics is the completion of Linguistics 101 and either Linguistics 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other requirements for the linguistics major are as follows:

- 1) Linguistics 201 (Introduction to phonetics and phonology) or Linguistics 203 (Introduction to syntax and semantics), whichever one was not taken as a prerequisite to the major
- 2) Linguistics 410 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:  
Linguistics 301 (Phonology I)  
Linguistics 303 (Syntax I)  
Linguistics 309 or 310 (Morphology I or II)  
Linguistics 319 (Phonetics I)  
Linguistics 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401, or Field Methods.
- 5) One additional linguistics course for at least 4 credit hours, which may be a course with significant linguistic content in a related field.

**Honors.** Applications for honors should be made during the junior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be begun in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

### Distribution Requirement

The distribution requirement in the social sciences may be satisfied by taking Linguistics 101 and (1) any other course in linguistics or

(2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

*Note: See also courses on the structure and history of particular languages or language families listed at the end of this section.*

Fees: Depending on the course, a small fee may be charged for photocopied texts for course work.

### LING 101 Theory and Practice of Linguistics

101, fall, spring, or summer. 4 credits each term.

Fall: A. Cohn; spring: Staff.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. Linguistics 101 plus any other course in linguistics or any DMLL course for which Linguistics 101 is a prerequisite satisfies the social science distribution requirement.

### LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor.

D. Zec.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course will focus on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course will focus on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

### LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor.

M. Diesing.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course will consider issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course will focus on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how is it encoded in the syntax.

### LING 230 Introduction to Southeast Asia Languages and Linguistics

Spring. 3-4 credits variable.

A. Cohn, G. Diffloth, J. Wheatley, and J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: 1) sociolinguistics and ethnolinguistics—issues of language and politics, language and culture, and language use; 2) language structures and typological patterns of the area's languages—characteristic properties of the structure of these languages; 3) historical linguistics, genetic relations between languages, as well as the linguistic effects of language contact and linguistic evidence for prehistory.

### [LING 244 Language Use and Gender Relations (also Women's Studies 244)]

Fall. 4 credits. For non-majors or majors. Not offered 1994-95.

S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

### [LING 264 Language, Mind, and Brain

Fall. 4 credits. For non-majors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 1994-95.

J. S. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

### LING 301-302 Phonology I, II

301, fall; 302, spring. 4 credits each term. Prerequisites: for Linguistics 301, Linguistics 201 or equivalent; for Linguistics 302, Linguistics 301 or permission of instructor.

Fall: D. Zec; spring: A. Cohn.

Basic topics in contemporary phonological theory, which studies the representational structures and principles underlying the human ability to produce and understand spoken language. 301: Adopting a cross-linguistic perspective, develops a conception of phonological representations in which different types of phonological information are arrayed on distinct structural planes. Includes the study of segmental features and their organization, the supra-segmental quantity, and syllable organization. Relations of phonology with morphology, syntax, and phonetics. 302: Using American English as a case study, explores phonological rules and their systematic relations. Principles of syllabification and metrical structure. The organization of the rule system, constraints on rule interaction, lexical and morphological conditioning of rules, stratal and prosodic organization. Evidence for the mental representation of speech; principles of phonological acquisition.

### LING 303-304 Syntax I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: for Linguistics 303, Linguistics 203; for Linguistics 304, Linguistics 303 or permission of instructor.

Fall: W. Harbert; spring: Staff.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

#### **[LING 306 Functional Syntax]**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1994-95. Staff.

A general survey of syntactic theories that highlight grammatical function and reveal its role in discourse structure.]

#### **[LING 309-310 Morphology I, II]**

309, fall; 310, spring. 4 credits each term. Prerequisite: for Linguistics 309; Linguistics 101 or equivalent or permission of instructor; for Linguistics 310: Linguistics 203 or permission of instructor.

Fall: L. Waugh; spring: staff.

309 is a general survey focusing on the relationship of meaning and form in morphology and introducing techniques of morphological analysis. Current research on form-meaning questions is discussed. 310 considers recent discussions in morphological theory, in particular the relationship of morphology and syntax.

#### **[LING 311-312 The Structure of English]**

311, fall; 312, spring. 4 credits each term. Prerequisites: for Linguistics 311, Linguistics 101 or permission of instructor; for Linguistics 312, Linguistics 311 or permission of instructor. Not offered 1994-95.

S. McConnell-Ginet.

311 provides an overview of the syntactic structure of English, drawing upon relevant theoretical approaches. 312 deals with phonology, morphology, and special problems of English structure and semantics.]

#### **[LING 319 Phonetics I]**

Spring. 4 credits. Prerequisite: Linguistics 201 or permission of instructor.

A. Jongman.

Provides a basic introduction to the study of phonetics. Topics to be covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, stress and intonation.

#### **[LING 320 Phonetics II]**

Spring. 4 credits. Prerequisite: Linguistics 319. Not offered 1994-95.

A. Jongman.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects will be part of the course.]

#### **[LING 321-322 History of the Romance Languages #]**

321, fall; 322, spring. 4 credits each term. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1994-95.

C. Rosen.

321: Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

#### **[LING 323-324 Comparative Romance Syntax]**

323, fall; 324, spring. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years.

C. Rosen.

Concise survey of Romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.

#### **[LING 325 Pragmatics]**

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1994-95.

S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.]

#### **[LING 334 Non-Linear Syntax]**

Fall. 4 credits. Prerequisite: Linguistics 303 or equivalent. Not offered 1994-95.

C. Rosen.

Analyses of some twenty diverse languages are examined with the aim of building a formal account of the syntactic constructions existing in the world's languages, and discerning universals that delimit this inventory. Non-linear theory, designed for comparative work, depicts constructions in the abstract, not imagining them as arrays of elements in space. Simultaneously it studies the morphosyntactic systems that relate constructions to their linear realizations.]

#### **[LING 366 Spanish in the United States (also Spanish 366)]**

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Offered alternate years. Applicable toward the social science distribution requirement. Not offered 1994-95.

J. Lantolf.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.]

#### **[LING 370 Language and Cognition (also Psychology 370)]**

Spring. 4 credits. Prerequisite: Linguistics 101 or 264 or Psychology 215, or permission of one of the instructors. Not offered same years as Psychology 416. Not offered 1994-95.

J. Bowers.

Examination of current research on selected topics on language from both linguistic and psychological perspectives. Topics may include: Universal Grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.]

#### **[LING 390 Independent Study in Linguistics]**

Fall or spring. 1-4 credits variable. Prerequisite: Linguistics 101 or permission of instructor.

Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

#### **[LING 400 Semiotics and Language (also Comparative Literature 410)]**

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature: or permission of instructor.

L. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Jakobson) and to language as a semiotic system. The particular topics to be discussed will depend on the interest of the students.

#### **[LING 401 Language Typology]**

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent.

C. Rosen.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertory of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and anaphora.

#### **[LING 403 Introduction to Applied Linguistics]**

Spring. 4 credits. Prerequisite: A course in the structure of a language at the 400 level.

J. Lantolf.

Examination of the theoretical bases of applied linguistics, including second-language learning and current language-teaching methodologies.

#### **[LING 405-406 Sociolinguistics]**

405, fall; 406, spring. 4 credits each term. Prerequisite: Linguistics 101 or permission of instructor. Linguistics 405 is not a prerequisite to 406.

J. McWhorter.

405: Systematically within the interactions between language and social context, we will examine dialect usage (diglossia, multilingualism, code-switching); variation and language change (network theory, change in progress); ethnography of communication and speech acts; language and culture; and language and gender, race and power (incl. pidgins and creoles). 406: This course will be an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered will include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.

#### **[LING 409 Psycholinguistics of Second-Language Reading]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

G. Appel, J. Lantolf.

In-depth analysis of the research on the reading process in a second language. Topics include processing of narrative vs. expository texts (descriptive, problem solving, causative, etc.); comparison of the reading process in native vs. second languages, and development of methodologies for the teaching of reading in the second-language classroom.]



**LING 410 Introduction to Historical Linguistics**

Spring. 4 credits. Prerequisite: Linguistics 201 or permission of instructor.

J. Jasanoff.

A survey of the basic mechanisms of linguistic changes, with examples from a variety of languages.

**LING 413 Topics in Historical Linguistics**

Fall. 4 credits. Prerequisite: Linguistics 410 or permission.  
W. Harbert, J. Jasanoff, and C. Rosen.  
Examines a selection of recent research illustrating a variety of productive and innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.

**LING 421-422 Semantics I, II**

421, fall; 422, spring. 4 credits each term. Prerequisites: for Linguistics 421, Linguistics 203; for Linguistics 422, Linguistics 421 or permission of instructor.

Staff.

421: an introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences.

422: guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics, whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

**[LING 430 Structure of Korean @**

Spring. 4 credits. Offered alternate years. Not offered 1994-95.

J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

**[LING 431 Structure of an African Language**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of the instructor. Offered alternate years. Not offered 1994-95.

V. Carstens.

A survey of the grammar of an African language in light of current linguistic theory.]

**LING 436 Language Development (also Psychology 436 and Human Development and Family Studies 436)**

Spring. 4 credits. Prerequisite: at least one course in developmental psychology,

cognitive psychology, cognitive development, or linguistics. Offered alternate years.

B. Lust.

A survey of basic issues, methods, and research in study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child.

**[LING 440 Dravidian Structures @**

Spring, according to demand. 4 credits. Prerequisite: Linguistics 101. Not offered 1994-95.

J. W. Gair.

A comparative and contrastive analysis of the structures of several Dravidian languages.]

**[LING 442 Indo-Aryan Structures @**

Fall, according to demand. 4 credits. Prerequisite: Linguistics 101. Not offered 1994-95.

J. W. Gair.

Typological discussion of the languages of the subfamily. Specific topics and emphasis may vary depending on the interest of the students.]

**LING 443-[444] Linguistic Structure of Russian (also Russian 403-404)**

443, fall; [444, spring.] 4 credits each term. Prerequisites for Linguistics 443, permission of instructor and Linguistics 101; for Linguistics 444, Linguistics 443 or equivalent. Offered alternate years. 444 not offered 1994-95.

W. Browne.

A synchronic analysis of the structure of modern Russian. Linguistics 443 deals primarily with morphology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.

**[LING 450 Computational Linguistics**

Fall. 4 credits. Prerequisite: Linguistics 203. Not offered 1994-95.

Staff.

In this course we will study questions concerning the generative capacity, learnability, and parsing of different syntactic models. Some knowledge of recent developments in syntax is important. Some knowledge of mathematical linguistics may be helpful, but is not required. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

**LING 493 Honors Thesis Research**

Fall. 4 credits.

Staff.

May be taken before or after Linguistics 494, or may be taken independently.

**LING 494 Honors Thesis Research**

Spring. 4 credits.

Staff.

May be taken as a continuation of, or before, Linguistics 493.

**LING 514 Syntax of African Languages**

Spring. 4 credits. Prerequisites: Linguistics 101 and permission of instructor.

V. Carstens.

Selected topics in the syntax of African languages.

**LING 600 Field Methods**

Spring. 4 credits. Prerequisite: Linguistics 201 and 203 or permission of instructor.

C. Collins.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

**LING 601 Topics in Phonological Theory**

Fall. 4 credits. Prerequisites: Linguistics 301 and one higher-level course in phonology.

A. Cohn.

Selected topics in current phonological theory.

**[LING 603 History of Linguistics**

Fall. 4 credits. Not offered 1994-95.

Staff.

The history of linguistics from early Greek and Sanskrit grammarians to the modern period.]

**LING 604 Research Workshop**

Fall. 4 credits. S-U grade only. Prerequisite: three or more semesters of graduate study in linguistics.

J. Bowers.

Participants will present their own ongoing research and discuss it with their colleagues. Individual topics will be chosen on the basis of interest, experience, and probable focus of dissertation research.

**[LING 607 Twentieth-Century Linguistics**

Spring. 4 credits. Prerequisite: at least one course in linguistics or permission of instructor. Offered alternate years. Not offered 1994-95.

L. Waugh.

The development of 20th-century linguistics in America and Europe.]

**LING 608 Discourse Analysis**

Spring. 4 credits. Prerequisite: permission of instructor.

J. Lantolf, L. Waugh.

Linguistic theory applied to relationships beyond the sentence.

**[LING 609 Greek Comparative Grammar (also Classics 421)**

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1994-95.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

**[LING 610 Latin Comparative Grammar (also Classics 422)**

Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1994-95.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

**[LING 611 Greek Dialects (also Classics 425)**

Fall. 4 credits. Not offered 1994-95.

A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

**LING 612 Italic Dialects (also Classics 424)**

Fall. 4 credits.

A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.

**[LING 613 Homeric Philology (also Classics 427)]**

Fall. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1994-95.

A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, epicisms, and modernizations. The notion of a *Kunst-sprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

**[LING 614 Archaic Latin (also Classics 426)]**

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 1994-95.

A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

**[LING 615 Mycenaean Greek (also Classics 429)]**

Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1994-95.

A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

**LING 616 Syntax III**

Fall. 4 credits. Prerequisites: Linguistics 304 or permission of instructor.

C. Collins.

**[LING 617-618 Hittite**

617, fall; 618, spring. 4 credits each term. Prerequisites: for Linguistics 617, permission of instructor; for Linguistics 618, Linguistics 617 or permission of instructor. Not offered 1994-95.

J. Jasanoff.]

**[LING 619 Rigveda**

Fall. 4 credits. Not offered 1994-95.

J. Jasanoff.

Reading and linguistic analysis of selected Vedic hymns.]

**[LING 620 Area Topics in Romance Linguistics**

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1994-95.

C. Rosen.]

**[LING 621 Problems and Methods in Romance Linguistics**

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1994-95.

C. Rosen.]

**[LING 623-624 Old Irish**

623, fall; 624, spring. 4 credits each term. Prerequisite for 624: 623 or permission of instructor. Not offered 1994-95.

J. Jasanoff.]

**[LING 625-626 Middle Welsh]****[LING 627 Advanced Old Irish]****[LING 631 Comparative Indo-European Linguistics**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

J. Jasanoff.

An introduction to the comparative grammar of the Indo-European languages.]

**LING 633 Seminar in First-Language Acquisition: Cross-linguistic Studies of the Acquisition of Anaphora (also Human Development and Family Studies 633)**

Fall. 1-4 credits. Prerequisite: Linguistics 436 or equivalent or permission of instructor.

B. Lust.

This seminar will review and critique current theoretical and experimental studies of the first-language acquisition of anaphora, with a concentration on insights gained by cross-linguistic study of this area. The seminar will focus on relating current developments in linguistic theory regarding anaphora to current experimental research on first-language acquisition of anaphora. Attention will also be given to the development of research proposals.

**LING 635-636 Indo-European Workshop**

Fall. 4 credits each term. Prerequisite: permission of instructor.

635: J. Jasanoff; 636: A. Nussbaum.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.

**LING 648 Speech Synthesis by Rule**

Spring. 4 credits. Prerequisite: Linguistics 301, 319, or permission of instructor. Offered alternate years.

S. R. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model will be proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.

**[LING 653-654 Seminar in Southeast Asian Linguistics**

653, fall; 654, spring. 4 credits each term. Prerequisite: Linguistics 303 or permission of instructor. Linguistics 653 is not a prerequisite for 654. Not offered 1994-95.

G. Diffloth.

Languages of mainland Southeast Asia. Topics, chosen according to student interests.

may include description, dialectology, typology, comparative reconstruction, and historical studies.]

**[LING 655-656 Seminar in Austronesian Linguistics**

655, fall; 656, spring. 4 credits each term.

Prerequisites: for Linguistics 655, Linguistics 101 and permission of instructor; for Linguistics 656, Linguistics 655. Not offered 1994-95.

J. U. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

**[LING 657-658 Seminar in Austroasiatic Linguistics**

[657, fall; 658, spring. 4 credits each term.

Prerequisites: Linguistics 101 or permission of instructor. Not offered 1994-95.

G. Diffloth.

Descriptive and comparative studies of Austroasiatic languages.]

**LING 700 Seminar**

Fall or spring, according to demand. Credit to be arranged.

Hours to be arranged. Staff.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

**LING 701-702 Directed Research**

701, fall; 702, spring. 1-4 credits.

Hours to be arranged. Staff.

**LING 773-774 Proseminar in Cognitive Studies II (also Computer Science 774)**

773 fall; 774 spring. 2 credits each term. S-U grade only.

Staff.

The focus will be on the contribution of linguistics, computer science, and neuroscience to the study of cognition. Topics may include the phonology, syntax, and semantics of natural language; artificial intelligence work in natural language processing, vision, and reasoning; parallel distributed processing; and neuropsychology.

**Additional Linguistics Courses**

[Chinese 401 History of the Chinese Language]

[Chinese 403 Linguistic Structure of Chinese I]

[Chinese 404 Linguistic Structure of Chinese II]

[Chinese 405 Chinese Dialects]

[Chinese 607 Chinese Dialect Seminar]

[French 401 History of the French Language]

[French 407 Applied Linguistics: French]

[French 408 Linguistic Structure of French]

French 410 Semantic Structure of French

[French 604 Contemporary Theories of French Grammar]

French 700 Seminar in French Linguistics

German 401 Introduction to Germanic Linguistics

[German 402 History of the German Language]

[German 404 Modern German Syntax]

[German 406 Runology]

German 407 Teaching German as a Foreign Language

[German 602 Gothic]

[German 603 Old High German, Old Saxon]

[German 605 Structure of Old English]

- [German 606 Topics in Historical Germanic Phonology]  
 [German 607 Topics in Historical Germanic Morphology]  
 [German 608 Topics in Historical Germanic Syntax]  
 German 609–610 Old Norse  
 [German 611 Readings in Old High German and Old Saxon]  
 [German 710 Seminar in Germanic Linguistics]  
 [German 720 Seminar in Comparative Germanic Linguistics]  
 [German 730 Seminar in German Linguistics]  
 [Hindi 700 Seminar in Hindi Linguistics]  
 [Indonesian 300 Linguistic Structure of Indonesian]  
 [Italian 403 Linguistic Structure of Italian]  
 [Italian 404 History of the Italian Language]  
 Italian 631 Readings in Italian Opera Libretti  
 [Japanese 404 Linguistic Structure of Japanese]  
 [Japanese 410 History of Japanese Language]  
 [Khmer 403–404 Structure of Khmer]  
 [Russian 207–208 Russian Phonetics for Beginners]  
 [Russian 301–302 Advanced Russian Grammar and Reading]  
 [Russian 401–402 History of the Russian Language]  
 Russian 403–[404] Linguistic Structure of Russian  
 [Russian 407–408 Russian Phonetics]  
 Russian 409 Teaching Russian as a Foreign Language  
 [Russian 601 Old Church Slavic]  
 [Russian 602 Old Russian]  
 Russian 651–652 Comparative Slavic Linguistics  
 [Russian 700 Seminar in Slavic Linguistics]  
 [Spanish 401 History of the Spanish Language]  
 Spanish 407 Applied Linguistics: Spanish  
 [Spanish 408 The Grammatical Structure of Spanish]  
 [Spanish 601 Hispanic Dialectology]  
 [Spanish 700 Seminar in Spanish Linguistics]  
 [Tagalog 300 Linguistic Structure of Tagalog]  
 [Welsh 404–405 The Structure of Welsh I & II]  
 Welsh 411 Readings of Modern Welsh

## Mandinka

*Fees.* A small fee may be charged for photocopied texts for course work.

### MANDI 121–122 Elementary Mandinka (also Africana Studies and Research Center)

121, fall; 122, spring. 4 credits each term. Prerequisite: for Mandinka 122, 121 or examination.

V. Carstens and staff.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

### MANDI 123 Continuing Mandinka (also Africana Studies and Research Center)

Fall. 4 credits. Prerequisite: Mandinka 122 or equivalent.

V. Carstens and staff.

Building on 121–122, this is an all-skills course with a functional emphasis. Class will be conversational.

### MANDI 203 Intermediate Mandinka (also Africana Studies and Research Center)

Spring. 3 credits. Prerequisite: Mandinka 123 or equivalent.

V. Carstens and staff.

## Nepali

### Study Abroad in Nepal

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris) for further information.

*Fees.* A small fee may be charged for photocopied texts for course work.

### NEPAL 101–102 Elementary Nepali

101, fall; 102, spring. 6 credits each term. Prerequisite: for Nepali 102, 101 or examination.

S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

### NEPAL 160 Intensive Nepali

Summer only. 10 credits. Intended for beginners. Offered alternate years. Offered 1995.

S. Oja.

Emphasis will be on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

### NEPAL 201–202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination.

S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

### NEPAL 203–204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination.

S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

## Pali

*Fees.* A small fee may be charged for photocopied texts for course work.

### [PALI 131–132 Elementary Pali

131, fall; 132, spring. 3 credits each term. Not offered 1994–95.

J. Gair.

**131** is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. **132** is a continuation of 131 with further readings.]

## Polish

*Fees.* A small fee may be charged for photocopied texts for course work.

### POLSH 131–132 Elementary Polish

131, fall; 132, spring. 3 credits each term. Prerequisite for Polish 132: Polish 131 or equivalent. Offered alternate years.

E. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.

### [POLSH 133–134 Continuing Polish

133, fall; 134, spring. 3 credits each term. Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Offered alternate years. Not offered 1994–95.

E. W. Browne.

An intermediate conversation and reading course.]

## Portuguese

*Fees.* A small fee may be charged for photocopied texts for course work.

### PORT 121–122 Elementary Portuguese

121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination.

J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

### PORT 203–204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Portuguese 203, Portuguese 122 or permission of instructor; for Portuguese 204, Portuguese 203 or permission of instructor.

J. Oliveira.

Conversational grammar review with special attention to pronunciation and the develop-

ment of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

**PORT 303-304 Advanced Composition and Conversation @**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Portuguese 303, Portuguese 204 or equivalent; for Portuguese 304, Portuguese 303 or equivalent.  
J. Oliveira.

**Quechua**

*Fees.* A small fee may be charged for photocopied texts for course work.

**QUECH 131-132 Elementary Quechua**

131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish.  
L. Morató Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

**QUECH 133-134 Continuing Quechua**

133, fall; 134, spring. 3 credits each term. Prerequisites: Quechua 133, Quechua 131-132 or equivalent; for Quechua 134; Quechua 133 or equivalent.  
L. Morató Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

**[QUECH 135-136 Quechua Writing Lab**

135, fall; 136, spring. 1 credit each term. Prerequisites: concurrent enrollment in Quechua 131-132 or instructor's approval. Letter grade only.  
Staff.

Computer-assisted drill and writing instruction in elementary Quechua.]

**Romance Linguistics**

**[LING 321-322 History of the Romance Languages #**

321, fall; 322, spring. 4 credits. Prerequisite for 321: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1994-95.  
C. Rosen.

For description see Linguistics 321-322.]

**LING 323-324 Comparative Romance Syntax**

323, Fall; 324, Spring. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years.  
C. Rosen.

For description see Linguistics 323-324.

**[LING 620 Area Topics in Romance Linguistics**

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1994-95.  
C. Rosen.]

**[LING 621 Problems and Methods in Romance Linguistics**

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1994-95.  
C. Rosen.]

**Romanian**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[ROMAN 131-132 Elementary Romanian**

131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 132: Romanian 131 or equivalent. Not offered 1994-95.  
Staff.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**[ROMAN 133-134 Continuing Romanian**

133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 134: Romanian 133 or equivalent. Not offered 1994-95.  
Staff.

An intermediate conversation and reading course.]

**Russian**

E. W. Browne, S. Paperno (director of the Russian Language Program, 302 Morrill Hall, 255-2322).

For literature courses see Russian Literature.

**The Russian Major**

See Russian Literature.

**Study Abroad**

Cornell is an affiliated institution in the Council on International Education Exchange program for Russian language study at Leningrad State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Patricia Garden or Diane Williams, 236 Goldwin Smith Hall.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

**Freshman Writing Seminar Requirement**

See Russian Literature.

**Russian and Soviet Studies Major**

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

*Fees.* A small fee may be charged for photocopied texts for course work.

**RUSSA 103-104 Conversation Practice**

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 121, in the fall; and one section of 104 and one section of 122 in the spring.  
L. Paperno and staff.

**RUSSA 121-122 Elementary Russian**

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104.  
S. Paperno and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**RUSSA 123 Continuing Russian**

Fall. 4 credits. Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements.

V. Tsimberov and staff.

A prequalification course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification.

**RUSSA 203-204 Intermediate Composition and Conversation**

203, fall, spring or summer; 204, spring. 3 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Prerequisite for Russian 204: Russian 203 or equivalent.

L. Paperno and V. Tsimberov.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

**RUSSA 205-206 Reading Russian Press**

205, fall; 206, spring. 2 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement.

Staff.

Reading unabridged articles on a variety of topics from current Russian periodicals.

*Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above. The introductory literature courses are offered by the Department of Russian Literature, and the 203-204 and 205-206 language courses by the Department of Modern Languages and Linguistics.*

**[RUSSA 207-208 Russian Phonetics for Beginners**

207, fall; 208, spring. 2 credits each term. Open to students enrolled in Russian 121. Not offered 1994-95.  
Staff.

This is both a practical and theoretical course. Practice sessions for the first part of the course will follow the 121 textbook rather closely. There will also be discussions about phonetics in general and the sound system of Russian.]

**[RUSSA 301-302 Advanced Russian Grammar and Reading**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Russian 301, second-year Russian or permission of instructor; for Russian 302, Russian 301. Offered alternate years. Not offered 1994-95.  
Staff.

This course is intended primarily to increase the student's active command of difficult Russian syntactic constructions. Special attention is paid to word order, impersonal sentences, voice, negation, participles, gerunds, and also to building active vocabulary through reading modern Russian prose. Problems of phonology are also discussed.]

**RUSSA 303-304 Advanced Composition and Conversation**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent.

L. Paperno, S. Paperno, and V. Tsimberov. Writing, reading, and conversation: viewing authentic language materials; current Russian films (feature and documentary), newspapers, TV programs, and other materials are used.



**RUSSA 305-306 Directed Individual Study**

305, fall; 306, spring. 2 credits each term.

Prerequisites: for Russian 305, Russian 303-304 or equivalent; for Russian 306, Russian 305.

Staff.

This course is intended for students with special needs that cannot be met by any other Russian course.

**RUSSA 309-310 Advanced Reading**

309, fall; 310, spring. 4 credits each term.

Prerequisites: for Russian 309, Russian 204; for Russian 310, Russian 309 or equivalent.

L. Paperno.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose (non-fiction) of the 20th century. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection.

**[RUSSA 401-402 History of the Russian Language #**

401, fall; 402, spring. 4 credits each term.

Prerequisites: for Russian 401, permission of instructor; for Russian 402, Russian 401 or equivalent. Offered alternate years. Not offered 1994-95.

Staff.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

**RUSSA 403-[404] Linguistic Structure of Russian (also Linguistics 443-444)**

403, fall; [404, spring.] 4 credits each term.

Prerequisites: for Russian 403, permission of instructor, Linguistics 101 recommended; for Russian 404, Russian 403 or equivalent. Offered alternate years. 404 offered 1994-95.

W. Browne.

A synchronic analysis of the structure of modern Russian. Russian 403 deals primarily with morphology and its relation to syntax and 404 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal and the relation between morphology and syntax.

**[RUSSA 407-408 Russian Phonetics**

407, fall; 408, spring. 4 credits each term.

Prerequisite: Russian 204. Not offered 1994-95.

Staff.

Treats both the practical and theoretical aspects of Russian phonetics. Lab work includes the use of the computer for acoustic phonetics, primarily for undergraduate majors in Russian and for graduate students in Slavic linguistics and Russian literature.]

**RUSSA 409 Teaching Russian as a Foreign Language**

Fall or spring. 1 credit. Prerequisite: very good command of Russian.

S. Paperno.

Designed to equip the teacher of Russian with the basic skills of conducting a class. Geared to the courses and methodology used in the Russian language program at Cornell. Not a theoretical course.

**RUSSA 413-414 Advanced Conversation and Stylistics**

413, fall; 414, spring. 2 credits each term.

Prerequisites: for Russian 413, Russian 303-304 or the equivalent, for Russian 414, Russian 413 or equivalent.

L. Paperno, S. Paperno, or V. Tsimberov.

Discussion of authentic unabridged Russian texts and TV films (feature or documentary) in a variety of nonliterary styles and genres.

**[RUSSA 601 Old Church Slavic**

Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years. Not offered 1994-95.

E. W. Browne.

Grammar and reading of basic texts.]

**[RUSSA 602 Old Russian Texts**

Spring. 4 credits. Prerequisite: Russian 601.

Offered alternate years. Not offered 1994-95.

E. W. Browne.

Grammatical analysis and close reading of Old Russian texts.]

**RUSSA 633-634 Russian for Russian Specialists**

633, fall; 634, spring. 2 credits each term.

Prerequisite: four years of college Russian.

For graduate and advanced undergraduate students.

L. Paperno and S. Paperno.

The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

**RUSSA 651-652 Comparative Slavic Linguistics**

651, fall; 652, spring. 4 credits each term.

Prerequisites: for Russian 651, Russian 601 taken previously or simultaneously or permission of instructor; for Russian 652, Russian 651 or permission of instructor. Offered alternate years.

E. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.

**[RUSSA 700 Seminar in Slavic Linguistics**

Offered according to demand. Variable credit. Not offered 1994-95.

Staff.

Topics chosen according to the interests of staff and students.]

**Sanskrit****[SANSK 131-132 Elementary Sanskrit (also Classics 131-132)**

131, fall; 132, spring. 4 credits each term. Not offered 1994-95.

Staff.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

**SANSK 251-252 Intermediate Sanskrit (also Classics 251-252) @#**

251, fall; 252, spring. 3 credits each term.

Prerequisite: Sanskrit 132 or equivalent.

C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: Selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: More selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.

**Serbo-Croatian**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[SEBCR 131-132 Elementary Serbo-Croatian**

131, fall; 132, spring. 3 credits each term.

Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent. Not offered 1994-95.

E. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**SEBCR 133-134 Continuing Serbo-Croatian**

133, fall; 134, spring. 3 credits each term.

Prerequisites: for Serbo-Croatian 133, Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent. Offered alternate years.

E. W. Browne.

An intermediate conversation and reading course.

**Sinhala (Sinhalese)**

*Fees.* A small fee may be charged for photocopied texts for course work.

**SINHA 101-102 Elementary Sinhala**

101, fall; 102, spring. 6 credits each term.

Prerequisite for Sinhala 102: Sinhala 101 or equivalent.

J. W. Gair and staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

**[SINHA 160 Intensive Sinhala**

Summer only. 10 credits. Intended for beginners. Offered alternate years. Not offered 1995.

J. W. Gair and staff.

Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).]

**SINHA 201-202 Intermediate Sinhala Reading @**

201, fall; 202, spring. 3 credits each term.

Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent.

J. W. Gair and staff.

**SINHA 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term.

Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent.

J. W. Gair and staff.

**Related Courses**

See also Linguistics 442, 631.

**Spanish**

J. Lantolf, (director of undergraduate studies, 314 Morrill Hall, 255-0720), M. Suñer.

For advanced Spanish language and literature courses see Romance Studies.

**The Major**

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in the linguistic analysis of Spanish. (For the major in Spanish literature see the description under Romance Studies.) Satisfactory completion of the major should enable students to meet language require-

ments for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake pre-professional training for graduate study in law, medicine, business, etc. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies of the Department of Modern Languages and Linguistics, Professor Lantolf (314 Morrill Hall), who will admit them to the major.

### The Core

All majors will work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals are taken into account when the student's program of courses is determined. Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors normally include the following core courses in their programs:

- 1) Spanish 315-316-317 or 318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration.

### The Linguistic Option

Spanish linguistics, for which the program normally includes at least 20 credits, and at least 8 additional credits in general or Spanish linguistics (such as 366, 401, 405, 407, 408 and others). (Linguistics 101 is recommended before entering this program.) The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

### Study Abroad in Spain

Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first four weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips to Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families. Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have at least completed Spanish 204 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one

semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information (474 Uris Hall, 255-6224).

**Honors.** Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty from either the Department of Romance Studies or the Department of Modern Languages and Linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

### Important information about registration for Spanish classes

The Spanish Program offers a number of elementary and intermediate courses to satisfy the needs of students with a variety of backgrounds; students are urged to register for the appropriate level so as to start the semester in the right class. **Students with 2 or more years in the language are required to take the placement test before taking any Spanish course** unless they already have a score from their achievement test.

| Background        | Course   |
|-------------------|--|
| 0 Spanish         | Spanish 121  |
| less than 2 years | Spanish 121  |
| 2 years or more   | Placement test score required for any Spanish course |
| Placement Score*  |  |
| less than 370     | Spanish 121  |
| 370-440           | Spanish 112  |
| 450-550           | Spanish 123  |
| more than 560     | Spanish 200, 203, 213                                |

\*the placement score can be from an achievement test, the CPT, or the SPT.

### SPAND 101 Basic Course I

Summer only. 6 credits. Prerequisite: no Spanish.  
Staff.

This course is intended for students with absolutely no experience in Spanish. (Spanish 123 and 203 are usually offered in the summer concurrently with 101 for students with prior experience.) Spanish 101 provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information.

### SPAND 112 Elementary Spanish: Review and Continuation

Fall. 4 credits. Prerequisite: placement score of 370-440.

M. Rice.

This course is designed for students who have taken some Spanish, and who have a placement score of 370-440. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken Spanish 121 may enroll for this course. As part of the final exam, students take the SPT and, according to their score, may place into Spanish 123 (score below 560) or receive qualification (560 or above), and placement into the 200-level courses. Evening prelim.

### SPAND 121-122 Elementary Spanish

121, fall; 122, spring. 4 credits each term. Prerequisite for Spanish 122: Spanish 121.  
Z. Iguina.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have a placement score lower than 370). The course provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Evening prelims.

### SPAND 123 Continuing Spanish

Fall, spring, or summer. 4 credits. Prerequisite: Spanish 112, Spanish 122, or a placement score of 450-550.

J. Routier-Pucci.

An all-skills course designed to prepare students for study at the 200-level. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement. Evening prelim.

### SPAND 200 Spanish for English/Spanish Bilinguals

Spring. 3 credits. Prerequisites: Placement score of 560-640 or permission of the instructor.

D. Cruz de Jesús.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills.

### SPAND 203 Intermediate Composition and Conversation

Fall, spring, or summer. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560-640). Not available to students who have taken Spanish 213.

D. Cruz de Jesús.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

### SPAND 204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: Spanish 203 or permission of instructor.

E. Dozier.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

### SPAND 213 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560-640), or permission of instructor. Not available to students who have taken Spanish 203.

A. Tió.

Conversational grammar review, with dialogues, debates, compositions and readings on health-related themes. Special attention is given to relevant cultural differences. Fulfills proficiency requirement.

### SPAND 310 Advanced Conversation and Pronunciation

Spring. 2 credits. Prerequisite: Spanish 204 or equivalent.

Z. Iguina.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental aspects of communication in the standard

spoken and written Spanish, with some focus on dialectal variations. Weekly phonetics labs to improve pronunciation.

**[SPAND 366 Spanish in the United States (also Linguistics 366)]**

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Counts toward the social science distribution requirement. Offered alternate years. Not offered 1994-95.

J. Lantolf.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.]

**[SPAND 401 History of the Spanish Language #]**

Fall. 4 credits. Prerequisites: Linguistics 101 and qualification in Spanish, or permission of the instructor. Not offered 1994-95.

Staff.

A historical analysis of the phonology, morphology, syntax, and lexicon of the Spanish language up to the seventeenth century. Selected medieval documents are read and discussed.]

**[SPAND 407 Applied Linguistics: Spanish]**

Fall. 4 credits. Prerequisite: qualification in Spanish or permission of instructor.

M. Suñer.

Designed to equip the student or future teacher of Spanish with insights into problem areas for second-language learners by using linguistic descriptions.

**[SPAND 408 The Grammatical Structure of Spanish]**

Spring. 4 credits. Prerequisites: proficiency in Spanish and Linguistics 101 or permission of instructor. Offered alternate years.

M. Suñer.

Survey of the salient morphological and syntactic characteristics of contemporary Spanish.

**[SPAND 601 Hispanic Dialectology]**

Spring. 4 credits. Not offered 1994-95.

Staff.

Survey of dialects of Latin America and the Caribbean.]

**[SPAND 700 Seminar in Spanish Linguistics]**

Fall or spring, according to demand. Variable credit. Not offered 1994-95.

Staff.

Topics in synchronic and diachronic Spanish linguistics.]

**Swahili**

See listings under Africana Studies and Research Center.

**Swedish**

*Fees.* A small fee may be charged for photocopied texts for course work.

**SWED 121-122 Elementary Swedish**

121, fall; 122, spring. 4 credits each term. Prerequisite for 122: Swedish 121 or equivalent.

L. Trancik.

The aim of this course is to develop skills in listening, speaking, reading and writing within Sweden's cultural context.

**SWED 123 Continuing Swedish**

Fall. 4 credits. Prerequisite: Swedish 122 or equivalent.

L. Trancik.

Continues developing skills in spoken and written Swedish within Sweden's cultural context.

**SWED 203 Intermediate Swedish**

Spring. 3 credits. Prerequisite: Swedish 123 or permission of instructor.

L. Trancik.

Emphasis on development of all skills, through writing, reading, and discussion of culturally significant texts. Audiovisual material will further enhance language comprehension.

**SWED 204 Advanced Swedish**

Fall. 3 credits. Prerequisite: Swedish 203 or permission of instructor. Taught in Swedish.

L. Trancik.

Emphasis on improving oral and written expression of Swedish. Includes enrichment of vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

**Tagalog**

*Fees.* A small fee may be charged for photocopied texts for course work.

**TAG 121-122 Elementary Tagalog**

121, fall; 122, spring. 4 credits each term. Prerequisite for Tagalog 122: Tagalog 121.

J. U. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

**TAG 123 Continuing Tagalog**

Fall. 4 credits. Prerequisite: Tagalog 122 or equivalent. Satisfactory completion of Tagalog 123 fulfills the qualification portion of the language requirement.

J. U. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills.

**TAG 205-206 Intermediate Tagalog @**

205, fall; 206, spring. 3 credits each term. Prerequisites: for 205, Tagalog 123 or equivalent; for Tagalog 206, Tagalog 205 or equivalent. Satisfactory completion of Tagalog 205 fulfills the proficiency portion of the language requirement.

J. U. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

**[TAG 300 Linguistic Structure of Tagalog]**

Fall or spring. 4 credits. Prerequisite: Linguistics 101. Not offered 1994-95.

J. U. Wolff.]

**Tamil**

*Fees.* A small fee may be charged for photocopied texts for course work.

**TAMIL 101-102 Elementary Tamil**

101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tamil 102, Tamil 101 or equivalent.

J. W. Gair and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**Thai**

*Fees.* A small fee may be charged for photocopied texts for course work.

**THAI 101-102 Elementary Thai**

101, fall; 102, spring. 6 credits each term. Prerequisite for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination.

N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**THAI 201-202 Intermediate Thai Reading**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Thai 201, Thai 102; for Thai 202, Thai 201 or equivalent.

N. Jagacinski.

**THAI 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203.

N. Jagacinski.

**THAI 301-302 Advanced Thai @**

301, fall; 302, spring. 4 credits each term. Prerequisite: Thai 202 or equivalent.

N. Jagacinski.

Selected readings in Thai writings in various fields.

**THAI 303-304 Thai Literature**

303, fall; 304, spring. 4 credits each term. Prerequisite: Thai 302 or equivalent.

N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

**THAI 401-402 Directed Individual Study**

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor.

N. Jagacinski.

**Ukrainian**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[UKRAN 131-132 Elementary Ukrainian]**

131, fall; 132, spring. 3 credits each term. Prerequisite for Ukrainian 132, Ukrainian 131 or equivalent. Not offered 1994-95.

E. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**Urdu**

See listing under Hindi.

**Vietnamese**

*Fees.* A small fee may be charged for photocopied texts for course work.

**VIET 103-104 Vietnamese Conversation Practice**

103, fall; 104, spring. 2 credits each term. Prerequisite for Vietnamese 104, Vietnamese 103 and Vietnamese 121. May not be taken alone. Must be taken simultaneously with Vietnamese 121-122. Satisfactory completion of Vietnamese 104/122 fulfills the qualification portion of the language requirement.

D. V. Nghieu.

Additional drills, practice and extension of materials covered in Vietnamese 121 and 122. These courses are designed to be attended simultaneously with Vietnamese 121-122 respectively, allowing students to obtain qualification within a year.

**VIET 121-122 Elementary Vietnamese**

121, fall; 122, spring. 4 credits each term. Prerequisite for Vietnamese 122, Vietnamese 121. May be taken alone or simultaneously with Vietnamese 103-104. Satisfactory completion of Vietnamese 104/122 fulfills the qualification portion of the language requirement.

D. V. Nghieu.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

**VIET 123 Continuing Vietnamese**

Fall. 4 credits. Prerequisite: Vietnamese 122. Satisfactory completion of Vietnamese 123 fulfills the qualification portion of the language requirement.

D. V. Nghieu.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

**VIET 201-202 Intermediate Vietnamese Reading**

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Vietnamese 201, Vietnamese 123; for Vietnamese 202, Vietnamese 201.

Staff.

Continuing instruction in spoken and written Vietnamese.

**VIET 301-302 Advanced Vietnamese**

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisite for Vietnamese 301, Vietnamese 202 or permission of instructor; for Vietnamese 302, Vietnamese 301.

Staff.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**VIET 401-402 Directed Individual Study**

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students.

Staff.

Various topics according to need.

**Welsh**

*Fees.* A small fee may be charged for photocopied texts for course work.

**WELSH 404-405 The Structure of the Welsh I & II**

404, Fall; 405, Spring. 4 credits each term. Prerequisite: Linguistics 101.

W. Harbert.

**404:** Structure of Welsh I: Phonology and Morphology. This course will treat the phonological and morphological structure of Modern Spoken Welsh, with greater or lesser reference to current theoretical literature on these topics, depending on the background and interests of the participants. Some background in linguistics is desirable. **405:** Structure of Welsh II: Syntax. This course will treat the syntax of Modern Spoken Welsh, with greater or lesser reference to current literature on these topics, depending on the background and interests of the participants. Some background in linguistics is desirable. The two courses may be taken independently.

**WELSH 411 Reading in Modern Welsh**

Fall or spring. 2 credits. Prerequisite: permission of instructor.

W. Harbert.

Topics are selected on the basis of student needs.

**Yoruba**

*Fees.* A small fee may be charged for photocopied texts for course work.

**YORUB 121-122 Elementary Yoruba (also Africana Studies and Research Center 131-132)**

121, fall; 122, spring. 4 credits each term. Prerequisite for Yoruba 122, Yoruba 121 or equivalent.

V. Carstens and staff.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

**YORUB 123-203 Continuing Yoruba (also Africana Studies and Research Center 133-134)**

123, fall; 203, spring. 4 credits each term. Prerequisites: for Yoruba 123, Yoruba 122 or equivalent; for Yoruba 203, Yoruba 123 or equivalent.

V. Carstens and staff.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.

**Zulu**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[ZULU 121-122 Elementary Zulu (also Africana Studies and Research Center)]**

121, fall; 122, spring. 4 credits each term. Prerequisites for Zulu 122, Zulu 121 or equivalent. Not offered 1994-95.

V. Carstens.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

**[ZULU 123-203 Continuing Zulu (also Africana Studies and Research Center)]**

123, fall; 203, spring. 4 credits each term. Prerequisites: for Zulu 123, Zulu 122 or equivalent; for Zulu 203, Zulu 123 or equivalent. Not offered 1994-95.

V. Carstens.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

**MUSIC**

S. Stucky, chair; M. Hatch, director of undergraduate studies, (110 Lincoln Hall, 255-5049), J. Webster, graduate faculty representative (222 Lincoln Hall, 255-3611); V. K. Agawu, M. Bilson, X. Bjerken, H. Boatwright, D. Borden, L. Coral, W. Cowdery, R. Harris-Warrick, K. Hester, J. Hsu, S. Jeneary, J. Kellock, S. Monosoff, E. Murray, D. Randel, A. Richards, D. Rosen, M. Scatterday, R. Schiller, R. Sierra, T. Sokol, N. Zaslav

Emeritus: W. Austin, K. Husa, R. Palmer, M. Stith. Department office 255-4097.

**Musical Performance and Concerts**

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations

and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Chamber Music Ensembles  
Collegium Musicum  
Cornell Chamber Orchestra  
Cornell Chorale  
Cornell Gamelan Ensemble  
Cornell Jazz Ensembles  
Cornell Symphony Orchestra  
Cornell University Chamber Winds  
Cornell University Chorus  
Cornell University Glee Club  
Cornell University Symphonic Band  
Cornell University Wind Ensemble  
Cornell University Wind Symphony  
Sage Chapel Choir

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups is available through the Department of Music office, 104 Lincoln Hall (5-4097).

The Department of Music and the Faculty Committee on Music sponsor more than one hundred formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed in special monthly posters, CUINFO and other campus media.

**Nonmajors**

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 104 Lincoln Hall (255-4097), or to the director of undergraduate studies.

**The Major**

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies, Professor Martin Hatch, 110 Lincoln Hall (255-5049), or from the chair, 106 Lincoln Hall (255-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.



**Option I** presupposes some musical background before entering Cornell. Prerequisites for admission to the major are the satisfactory completion of Music 152, at the latest by the end of the sophomore year (the freshman year is preferable), with a final grade of B- or better, including an average grade of B- or better in all the musicianship components of Music 152 and failure in none of them; and the passing of a simple piano examination (details are available from the department office). Students must apply to the department for formal acceptance as a music major.

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory: Music 251–252, 351, and one of the following: Music 451, 452, 453, 454, 456, 463.
- 2) in music history: sixteen credits in courses numbered at the 300 level or above listed under Music in History and Culture. At least three of these courses must be drawn from the four-course sequence Music 381–384.
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the Department of Music.

**Option II** presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
  - a) in performance:
    - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
    - (2) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391–392 throughout the junior and senior years
  - b) in theory and composition or in history: twelve additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401–402.

**Honors.** The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. To become a candidate for honors in music, a student must be invited by the faculty at the beginning of the second semester of the junior

year. As soon as possible thereafter, the student will form a committee of three or more faculty members to guide and evaluate the honors work. In the senior year the candidate will enroll in Music 401–402 with the chair of the honors committee as instructor. Candidates will be encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the honors candidate's committee will be held not later than May 1. The level of honors conferred will be based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

### Distribution Requirement

The distribution requirement in the expressive arts may be satisfied with 6 credits in music, except freshman writing seminars. A maximum of 4 credits in Music 321–322 or a maximum of 3 credits in Music 331 through 346 and 421 through 450 may be used to satisfy this requirement, but not both.

College of Arts and Sciences students subject to Distribution Requirement II (class of '96 or later) may satisfy the requirement in humanities and the arts either of two ways:

- 1) any one course of at least 3 credits, excluding freshman seminars, musical performance (Music 321–322, 391–392), or organizations and ensembles (Music 331 through 340 and 421 through 448); or
- 2) any two courses totaling at least 6 credits, of which up to 4 credits may be in musical performance (Music 321–322, 391–392) or up to 3 credits may be in organizations and ensembles (Music 331 through 346 and 421 through 448), but not both. Under this option, one of the music courses must therefore be academic, not performance-oriented.

### Facilities

**Music Library.** The Music Library, in Lincoln Hall, has an excellent collection of standard research tools. Its holdings consist of approximately one hundred thousand books, periodicals, and scores and forty thousand sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

**Concert Halls.** The Department of Music sponsors more than one hundred concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

**Rehearsal Spaces.** The orchestras and bands rehearse in Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are quartered in Sage Chapel. Eleven practice studios in

Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Twenty-two grand pianos and eight upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition, our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, an original Graff grand piano from 1825, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Barnes Hall houses a chamber organ by Derwood Crocker and a self-contained tracker organ by Schlicker. A large Aeolian Skinner Organ is located in Sage Chapel and there is a Helmuth Wolff tracker organ in Anabel Taylor Chapel. The music department also owns a quartet of stringed instruments in eighteenth-century proportions, with appropriate bows.

**Digital/Electronic Equipment.** A Macintosh Master studio is available for graduate student use (hours to be arranged) and occasional independent study use. The software used is Performer, Mosaic, Finale, and several Opcode patch editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are two MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

### Freshman Seminars

**MUSIC 111 Sound, Sense, and Ideas** Fall. 3 credits. Each section limited to 17 students. No prerequisites; no previous training in music required. May not be counted for the distribution requirement in the expressive arts.

Section 1: Words and Music T R  
11:40–12:55. J. Waldo.

In speaking, writing, and even thinking about music, we rely on language to express the structure and meaning of a complex wordless art. This seminar will explore relationships between words and music. We will look at works of many periods and styles by Dowland, Handel, Mozart, Berlioz, Gershwin, Lennon and McCartney, and others. The readings will offer a wide context for thinking and writing about music.

Section 2: Music in Culture M W F  
10:10–11:00. N. Nadeau.

How does music function in culture? To answer this, we will begin by investigating two disparate examples of musics with specific and important cultural roles, early medieval Christian chant and contemporary Javanese gamelan. We will discuss context, form vs. function, and how the music as art copes with the religious or social baggage foisted upon it. We will then pose our questions to music a bit closer to home, alternative rock, in order to better understand its place in the West in the 90s. As we gain insight into the nature of music as art and as cultural vehicle, we will also develop our ability to communicate about it. Readings will privilege informants immersed in these musical traditions over scholars or critics on the outside looking in.

**MUSIC 115 Popular Musics Today**

Fall. 3 credits. Each section limited to 17 students. No prerequisites; no previous training in music required. May not be counted for the distribution requirement in the expressive arts.

T R 10:10-11:25. M. Hatch.  
Readings, listening, and writing assignments on the meanings and contexts of popular music in America today, and the musical and social aspects of diverse popular repertoires found in selected regions elsewhere in the Americas, in Africa, and in Asia; the definition of terms for analysis and description of music, and the similarities and differences in the styles, functions, and contexts of popular musics.

**Introductory Courses****MUSIC 101 The Art of Music #**

Fall. 3 credits.

M W 11:15-12:05. 1-hour disc to be arranged. V. K. Agawu.  
Drawing on individual works from both Western and non-Western musical traditions, this course seeks to equip students with tools for listening intelligently to music. Assigned readings will provide the necessary historical and cultural backgrounds to the works studied, while class lectures will focus on the analytical and aesthetic issues raised by the works themselves. Whenever possible, live performances by guest artists will be included. Students will be expected to recognize excerpts from pieces studied, identify salient features of form and content, and place unknown works in the appropriate stylistic categories. Students will also be expected to attend and review one or two local concerts.

**[MUSIC 103 Introduction to the Musics of the World @**

Fall. 3 credits. No previous training in music required. Not offered 1994-95.

T R 11:15-12:05; 1-hour disc to be arranged. M. Hatch.  
A survey of folk, popular, and art music in several regions of the world. Topics include pitch, scale, rhythm, meter, timbre, and form in instrumental and vocal music. Recordings are the main material for study; labs present opportunities to begin performance on instruments from the regions covered.]

**MUSIC 105-[106] Introduction to Music Theory**

105, fall or summer, spring. 3 credits each term. Experience in reading music is highly recommended. Prerequisite for Music 106: 105 with grade of B- or better. Music 106 is limited to 50 students. Music 106 not offered 1994-95.

105, fall: M W 9:05 plus 2 hrs to be arranged. 105, spring: T R 10:10-11:00 plus 2 hrs to be arranged. M. Scatterday.  
An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Music 105: notation, pitch, meter; intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy. Music 106: systematic introduction to writing tonal harmony and melody; ear training.

**MUSIC 108 Bach to Debussy #**

Spring. 3 credits. Prerequisite: Music 105 or permission of instructor.

M W F 12:20-1:10. R. Harris-Warrick.

A chronological survey of major works in the Western concert repertoire in all genres, from works of Bach and Handel that embody the newly consolidated language of tonality to works of Debussy and Stravinsky that signal the beginning of new strategies for many composers of the twentieth century.

**MUSIC 120 Learning Music through Digital Technology**

Fall or spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor.

Fall: T R 2:55-4:10 or M W F 2:30-3:20; spring: M W F 2:30-3:20. D. Borden.  
This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. Each student must learn at least the bare essentials in reading music as the course progresses. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

**Music Theory****MUSIC 151-152 Elementary Tonal Theory**

151, fall; 152, spring. 5 credits each term. Prerequisite for Music 151: knowledge of the rudiments of music and some ability to perform, demonstrated through proficiency tests given on the first two days of the term (registration is provisional, contingent on passing this test). Prerequisite for Music 152: 151 or equivalent. Intended for students expecting to major in music and other qualified students. Required for admission to the music major. All students intending to major in music, especially those intending to elect Option II should if possible enroll in Music 151-152 during the freshman year.  
M W F 9:05-9:55; 2 discs to be arranged. W. Cowdery.

Detailed study of the fundamental elements of tonal music; rhythm, scales, intervals, triads; melodic movement, two-part counterpoint, harmonic progression in the chorale style of J. S. Bach; and introduction to analysis of small forms. Drill in aural discrimination, sight singing, keyboard harmony, and elementary figured bass; rhythmic, melodic, and harmonic dictation; and score reading.

**MUSIC 220 Learning Counterpoint through Digital Technology**

Spring. 3 credits. Enrollment limited. Prerequisite: 151/152 and/or permission of instructor.

T R 2:55-4:10. D. Borden.  
This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on the structures used by J. S. Bach. Synthesizers, samplers, MIDI, and music software will be covered.

**MUSIC 251-252 Intermediate Tonal Theory**

251, fall; 252, spring. 5 credits each term. Prerequisite for Music 251: 152 or the equivalent or a suitable level of performance on a proficiency test given by the department during orientation each fall term. Prerequisite for Music 252: 251.

M W F 9:05-9:55; 2 discs to be arranged. R. Sierra, 251 fall; J. Webster, 252 spring.  
Continuation of the study of harmony, including secondary dominants, chromatic harmony, and modulation. Analysis of

eighteenth- and nineteenth-century styles and forms; composition of short movements. Ear training, keyboard harmony, figured bass, sight singing, dictation, and score reading.

**MUSIC 351 Materials of Twentieth-Century Music**

Fall. 5 credits. Prerequisite: Music 251 or permission of instructor.

M W F 10:10-11:00 plus 2 hrs to be arranged. E. Murray.  
Introduction to some techniques of composers from 1900 to about 1950, including expanded tonal resources, atonality, and new approaches to form and rhythm. Analysis of representative smaller works by Bartok, Webern, Hindemith, Schoenberg, Stravinsky, and others. Writing assignments in various styles. Ear training, dictation, sight singing, keyboard harmony, score reading.

**[MUSIC 451 Counterpoint**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1994-95.

T R 2:30-4:25 plus 1 hr to be arranged. S. Stucky.  
Composition in the polyphonic vocal style of the late Renaissance.]

**MUSIC 452 Topics in Music Analysis**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor.

T R 2:30-4:25, V. K. Agawu.  
Intensive and systematic study of techniques of musical analysis, with particular emphasis on the approach of Heinrich Schenker. Repertoire for 1994: The piano sonatas of Beethoven.

**MUSIC 453 Introduction to Improvisational Theory**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor.

M W 2:30-4:25. K. Hester.  
Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.

**MUSIC 454 Composition**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor.

M W F 11:15-12:05. R. Sierra, D. Borden, K. Hester, S. Stucky.  
Composition using models from the Classical and Romantic repertoire and employing techniques of twentieth-century concert music, including dissonant counterpoint, serialism, limited aleatorism, composition with pitch-class sets.

**[MUSIC 456 Orchestration**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1994-95.  
W 10:10-12:05.]

**[MUSIC 463 Conducting**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1994-95.  
T R 2:30-4:25. T. Sokol.  
Fundamentals of score reading, score analysis, and conducting technique; orchestral and choral contexts.]

**Music In History and Culture****MUSIC 222 A Survey of Jazz**

Spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor.

M W 2:30-4:25 one disc to be arranged.  
K. Hester.

This course will trace the evolution of jazz historically from its African roots to the current diverse spectrum of improvisational styles that form popular, Neoclassic, and Innovative contemporary jazz music.

**MUSIC 245 Gamelan in Indonesian History and Cultures @**

Fall or spring. 3 credits. No previous knowledge of musical notation or performance experience necessary.

M W F 1:25-2:15. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required. Music 345-346 is available as a one-credit course for those who wish to study only performance techniques on the *gamelan*.

**[MUSIC 271 Monteverdi and the Birth of the Baroque #**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

M W 11:15-12:05.

Using as its focal point the career and music of Claudio Monteverdi (1567-1643), the course will examine the changes music underwent between the second half of the 16th century and the first half of the next century. Monteverdi's operas *Orpheus* and *The Coronation of Poppea* as well as representative canzonettas, madrigals, and church works will be studied alongside works of his contemporaries. Attention will also be paid to the social, political, and cultural contexts of the music discussed.]

**[MUSIC 272 Music and the Dance**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

T R 9:05. R. Harris-Warrick.

This course will explore selected topics in the interrelations between music and dance in the Western tradition. Some of the areas to be examined include the influence of dance movement on musical composition, composer-choreographer relationships, and a comparison of music composed for dancing with dance music composed for listening. Examples will be drawn from the Renaissance, the baroque period, and the modern era. Students will be asked to pursue an independent project.]

**MUSIC 274 Opera #**

Spring. 3 credits.

M W F 10:10-11:00. R. Harris-Warrick.

An introduction to major works of the operatic repertoire, with discussion of texts and theatrical performances as well as music. Video recordings will be an integral part of the course; trips to live performances will be scheduled where possible.

**[MUSIC 275 The Choral Tradition #**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

M W F 10:10. R. Harris-Warrick.

A survey of representative works, both sacred and secular, in the Western choral tradition from the Middle Ages to the twentieth century. Class will include discussion of performances as well as historical and stylistic issues, and

will be integrated with local concert offerings whenever possible.]

**[MUSIC 277 Baroque Instrumental Music #**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

M W F 12:20. N. Zaslaw.

Topics covered will include the rise of purely instrumental music; Renaissance string bands; the English virginalists and viol consorts; the Italian violin school; the German organ school; lute and guitar music; the invention of the baroque winds, orchestra, and fortepiano; and the sonatas, concertos, and suites of Bach, Corelli, Couperin, Handel, Purcell, Rameau, Telemann, and Vivaldi.]

**[MUSIC 281 Music of the Baroque Period #**

Fall. 3 credits. Prerequisite: ability to read music. Not offered 1994-95.

M W F 11:15-12:05. N. Zaslaw.

A study of selected works by J. S. Bach and other composers of the seventeenth and eighteenth centuries, illustrating the different traditions of the various genres and the confluence of the different national styles of the period.]

**[MUSIC 282 Music of the Classical Period #**

3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

M W 1:25. J. Webster.]

**MUSIC 283 Music of the Romantic Era #**

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor.

T R 10:10-11:25. D. Rosen.

A chronological survey of nineteenth-century music from Beethoven through Mahler, including reference to its cultural and historical context.

**[MUSIC 284 Music of the Twentieth Century**

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

T R 10:10-11:25. R. Sierra.

A study of selected works by leading twentieth-century composers. Readings will provide insights into historical, cultural, aesthetic, and theoretical contexts. Class lectures will consist of analytical discussions of excerpts from works. Students will be expected to know all the works on the assigned repertoire list; make intelligent guesses about others not assigned, and write effectively about broad historical and stylistic trends. There will be an extended final essay on a topic chosen by the student.]

**[MUSIC 285 Music in the Middle Ages #**

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

M W F 2:30-3:20. N. Zaslaw.

A survey of sacred and secular music in Western Europe from the fall of the Roman Empire to the beginning of the fifteenth century. The course is designed for people who are familiar with staff notation. Paper assignments will range widely among musical, literary, cultural and historical topics.]

**[MUSIC 286 Music in the Renaissance #**  
Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1994-95.

M W F 10:10. D. Randel.]

**MUSIC 287 Mozart #**

Fall. Prerequisite: any three-credit music course or permission of instructor. 3 credits.

M W F 11:15-12:05. N. Zaslaw.

A chronological tour of the life and works of Wolfgang Amadeus Mozart by means of original documents, scores, recordings, and live performances. As a postlude, an evaluation of Peter Shaffer's play and movie *Amadeus* will be undertaken.

**[MUSIC 374 Music and Drama (also German Studies 374) #**

Fall. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. Not offered 1994-95.

T 1:25-4:25. A. Groos, R. Parker.]

**Music History Seminars for Majors and Qualified Non-Majors**

Prerequisite: Music 152 or permission of instructor. Intended primarily for music majors, these seminars will investigate selected topics and repertoires from each period in some detail. Each seminar will include listenings, readings, oral and written papers, and analyses.

**[MUSIC 381 Music in Western Europe to 1700 #**

Fall. 4 credits. R. Harris-Warrick. Not offered 1994-95.

T R 10:10-11:25. 1 section to be arranged.]

**[MUSIC 382 Music of the Eighteenth Century #**

Spring. 4 credits. D. Rosen. Not offered 1994-95.

T R 10:10-11:25. 1 section to be arranged.]

**MUSIC 383 Music of the Nineteenth Century #**

Fall. 4 credits.

T R 10:10-11:25. J. Webster.

**MUSIC 384 Music of the Twentieth Century**

Spring. 4 credits.

T R 10:10-11:25. R. Sierra.

**[MUSIC 388 Historical Performance Practicum**

Spring. 4 credits. Not offered 1994-95.

R 1:25-4:25. 1 section to be arranged.  
N. Zaslaw, J. Kellock.

The study of seventeenth- and eighteenth-century singing manuals and their application to modern performance.]

**MUSIC 398-399 Independent Study in Music History**

398, fall; 399, spring. 4 credits. Prerequisite: Music 152 and permission of instructor.  
Staff.

Advanced study of various topics in music history. Students enrolling in Music 398-399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

**MUSIC 406 Reading: The Pleasure of the Listener (also Society Humanities 406, and Romance Studies 406)**

Fall. 4 credits.

R 2:30-4:25. N. Furman.

**MUSIC 409 Listening across Cultures (also Society Humanities 409)**

Fall. 3 credits.  
R 12:20-2:15. M. Perlman.

**MUSIC 410 Opera and Culture (also German Studies 410)**

Fall. 4 credits.  
W 1:25-4:25. A. Groos.

**[MUSIC 413 African American Music Innovators]**

Spring. 4 credits. Permission of instructor. Not offered 1994-95.

R 2:30-4:25; 1-hour disc to be arranged.  
K. Hester.

This course examines and experiments with methods of analyzing, appreciating, and understanding innovative art forms. Students will write three reports (with transcribed music examples or some form of accurate analytical charting, where appropriate), utilizing three different perspectives on African American Music.]

**Independent Study****MUSIC 301-302 Independent Study in Music**

301, fall; 302, spring. Credit to be arranged. Prerequisite: departmental approval. Presupposes experience in the proposed area of study.

Hours to be arranged. Staff.

**Honors Program****MUSIC 401-402 Honors in Music**

401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year.

Staff.

**Musical Performance**

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, viola da gamba, and some brass instruments *to those students advanced enough to do college-level work in these instruments*. Lessons are available by audition only. They may be taken either without credit or, through Music 321-322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but again by audition only (see Music 321h-322h). Cornell does not offer instruction at the beginner's level.

**Lessons for beginners.** The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

**Auditions.** Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (104 Lincoln Hall) for information.

**Fees.** The fee for a one-half hour lesson weekly, *without credit*, is \$100 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$200. The fee in Music 321-322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$150 per term. All fees are non-refundable once lessons begin, *even if the course is subsequently dropped*.

**Scholarships.** Music majors receive a scholarship equal to the lesson fee listed above. Members of the department-sponsored organizations and ensembles may, with the

permission of the director of the organization, receive a scholarship of up to one-half the Cornell fee for the type of lessons chosen during the term. (These scholarships are intended only for lessons in the student's primary performing medium.) Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

**Practice rooms.** Practice-room fees for twelve hours weekly are \$40 per term and for six hours weekly are \$30 per term for a room **with a piano**. Practice-room fees for twelve hours weekly are \$20 per term and for six hours weekly are \$10 per term for a room **without a piano**. The fee for the use of the pipe organ is \$75 for twelve hours weekly and \$50 for six hours weekly. All fees are non-refundable.

**Earning credit.** For every 4 credits earned in Music 321-322, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding freshman seminars, Music 321-322, 331 through 340, 391-392, or 421 through 448). These 3 credits must be earned prior to, or simultaneously with the first 2 credits in 321-322; they cannot be applied retroactively. No exceptions are made, but transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department.

**Lessons taken outside Cornell.** Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h-322h and contact the Music Department office.

**MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass**

Prerequisite: Advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes. Students may register for this course in successive years. Students, at the sole discretion of the instructor, earn 2 credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

**MUSIC 321a-322a Individual Instruction in Voice**

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition during registration. Limited enrollment.

Hours to be arranged. H. Boatwright (fall), J. Kellock (spring).

The Vocal Coaching Program offers non-credit lessons to members of the choral ensembles.

**MUSIC 321b-322b Individual Instruction in Organ**

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition.

Hours to be arranged. W. Cowdery.

**MUSIC 321c-322c Individual Instruction in Piano**

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition.

Hours to be arranged. M. Bilson, X. Bjerken and staff.

**MUSIC 321d-322d Individual Instruction in Harpsichord**

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition.

Hours to be arranged. W. Cowdery.

**MUSIC 321e-322e Individual Instruction in Violin or Viola**

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition.

Hours to be arranged. S. Monosoff.

**MUSIC 321f-322f Individual Instruction in Cello or Viola da Gamba**

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition.

Hours to be arranged. J. Hsu.

**MUSIC 321g-322g Individual Instruction in Brass**

321g fall, 322g, spring. 2 credits each term. Prerequisite: successful audition.

Hours to be arranged. M. Scatterday.

**MUSIC 321h-322h Individual Instruction outside Cornell**

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition.

Staff sponsored.

All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and for the use of those who for reasons of space cannot be admitted to Music 321a-g or 322a-g. Prior approval and audition by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, 104 Lincoln Hall.

**MUSIC 391-392 Advanced Individual Instruction**

391, fall; 392, spring. 4 credits each term. Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$150 per semester will normally be awarded to such students and a larger amount may be awarded under certain circumstances. Music 391 is not a prerequisite to 392.

Hours to be arranged. Staff.

**Musical Organizations and Ensembles**

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

**MUSIC 331-332 Sage Chapel Choir**

331, fall or summer; 332, spring. 1 credit. No audition for admission.

M 7-9:00 p.m., Sunday 9:30 a.m.  
W. Cowdery.



**MUSIC 333-334 Cornell Chorus or Glee Club**

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor.

Chorus (treble voices): W 5:15-7:15 p.m., plus 2 hours to be arranged. Glee Club (mens voices): W 7:30-9:30 p.m., plus 2 hours to be arranged. T. Sokol and R. Schiller.

**MUSIC 335-336 Cornell Symphony Orchestra**

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor.

W 7:30-10 p.m. E. Murray.

**MUSIC 337-338 University Bands**

337, fall; 338, spring. 1 credit. Prerequisite: permission of instructor.

Wind symphony: fall M W 4:45-6:30 p.m. Symphonic band: spring, M and W 4:45-6:30 p.m. Wind ensemble: spring M 7:30-9:30 p.m. and R 4:45-6:30 p.m. M. Scatterday.

**MUSIC 339-340 Cornell Jazz Ensembles**

339, fall; 340 spring. 1 credit. Prerequisite: permission of instructor.

Sec 1, W 6-8 pm, sec 2, W 6-8 pm, sec 3, W 8:30-10:30 p.m. K. Hester.

**MUSIC 345-346 Introduction to the Gamelan**

345 fall; 346 spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor; can be repeated.

M W 2:30-3:20 p.m. M. Hatch. Concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. Music 245 is a 3-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.

**MUSIC 421-422 Cornell Chamber Orchestra**

421, fall; 422, spring. 1 credit. Prerequisite: permission of instructor.

R 5:00-6:30 J. Hsu. Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries. For strings, woodwinds, and horns.

**MUSIC 437-438 Chamber Winds**

437, fall. 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only.

T 4:45-6:30, fall, and to be arranged, spring. M. Scatterday. A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's Octet or *L'Histoire Du Soldat*. The ensemble will perform on wind symphony, symphonic band and wind ensemble concerts in addition to several chamber concerts throughout the year.

**MUSIC 441-442 Chamber Music Ensemble**

441 fall; 442 spring. 1 credit. Prerequisite: permission of instructor.

M 5:30-7:00 for large ensemble. Hours for smaller ensembles to be arranged. S. Monosoff.

The Monday ensemble will study and perform one or more of the following works, depending upon personnel: Schubert Two-

Cello Quintet; Mendelssohn Octet; Schubert Octet; Spohr Nonet. Smaller ensembles will study and perform duos, trios, or quartets. String and wind players are welcome.

**MUSIC 443-444 Chorale**

443 fall; 444 spring. 1 credit each term.

Prerequisite: permission of instructor.

F 4:30-6:15. T. A. Sokol and R. Schiller. Study and performance of selected choral music for mixed voices.

**MUSIC 445-446 Cornell Gamelan Ensemble**

445 fall; 446 spring. 1 credit each term.

Enrollment limited. Prerequisite: Music 245 or 345-346, or permission of instructor; can be repeated.

R 7:30-10 p.m. M. Hatch. Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

**[MUSIC 447-448 Collegium Musicum**

447 fall; 448 spring. 1 credit. Prerequisite: permission of instructor. Not offered 1994-95.

T 5-6:30. J. Hsu. Study and performance of Baroque instrumental music. For string and wind instruments.]

**Graduate Courses**

Open to qualified undergraduates with permission of instructor.

**MUSIC 601 Introduction to Bibliography and Research**

Fall. 4 credits.

M 1:25-4:00. L. Coral. This course explores the nature of the discipline and introduces the many types of bibliographic tools needed to pursue research in music.

**[MUSIC 602 Analytical Technique**

Fall. 4 credits. Not offered 1994-95.

W 1:25-4:25. J. Webster. A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.]

**[MUSIC 603 Editorial Practice**

Spring. 4 credits. Not offered 1994-95.

F 10:10-12:05. R. Harris-Warrick. Fundamental techniques of source study and filiation, the nature of a musical text, and the editorial process. Opportunity to make a critical edition based on original sources.]

**MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis**

Spring. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor.

T 2:30-4:25. M. Hatch. Major aspects of research into musical cultures of the world. Problems, theories, and methods, especially those affecting analytical terminology, transcription and analysis of sound events, and fieldwork.

**MUSIC 622 Historical Performance Practicum**

Spring. 4 credits.

M. Bilson, S. Monosoff.

**MUSIC 653 Topics in Tonal Theory and Analysis**

Spring. 4 credits.

R 1:25-4:25. E. Murray. Problems in the analysis of rhythm, in particular those concerning meter. Eighteenth- and nineteenth-century contexts will be the primary focus, but some earlier and later examples will be considered.

**[MUSIC 654 Topics in Post-tonal Theory and Analysis**

Spring. 4 credits. Not offered 1994-95.

M 1:25-4:25. V. K. Agawu. Various approaches to the post-tonal repertory will be explored, including set theory, voice leading, and rhythmic factors. Music studied will include works by Berg, Webern, Stravinsky, Dallapiccola, Boulez, and others.]

**MUSIC 657-658 Composition**

657, fall; 658, spring. 4 credits each term.

F 1:25-4 plus 1 hr. to be arranged. S. Stucky.

**MUSIC 659-660 Composition**

659, fall; 660, spring. 4 credits each term.

F 1:25-4 plus 1 hr. to be arranged. R. Sierra.

**[MUSIC 677 Mozart: His Life, Works, and Times (also German 757)**

Fall. 4 credits. Not offered 1994-95.

T 2:30-5. N. Zaslav. After an introduction to the current state of Mozart studies, students will pursue individual research projects while the seminar undertakes a group investigation of the manuscript and printed sources for, and historical context of, Mozart's Symphony in D major, K. 297.]

**MUSIC 679 Opera (also German Studies 653 and Comparative Literature 655)**

Spring. 4 credits.

W 1:25-4:25. A. Groos.

**[MUSIC 680 Topics in Ethnomusicology**

Spring. 4 credits. Not offered 1994-95.

W 2:30-4:25. M. Hatch. Advanced readings in ethnomusicology, with attention focused on a particular topic.]

**[MUSIC 681 Seminar in Medieval Music**

Fall. 4 credits. Not offered 1994-95.

D. Randel.]

**[MUSIC 684 Seminar in Renaissance Music**

684, fall. 4 credits. Not offered 1994-95.

R 1:25-4:25.]

**[MUSIC 686 Seminar in Baroque Music**

Fall. 4 credits. Not offered 1994-95.

W 2:30-4:25. N. Zaslav. An investigation of seventeenth-century concerted music in Italy, France, and Germany, from Monteverdi's *Vespro della Beata Vergine* to Bach's Weimar cantatas.]

**[MUSIC 687 Seminar in Classical Music**

Spring. 4 credits. Not offered 1994-95.

M 1:25-4. L. Coral. Based on auction records, publishers catalogues, and other documents, this seminar will explore the dissemination of music in the second half of the eighteenth century.]

**MUSIC 688 Seminar in Classical Music**

Fall. 4 credits.

R 1:25-4:25. N. Zaslav. Topic for fall 1994: A study based on original sources of the pasticcio in eighteenth-century opera, with special emphasis on Mozart's contributions.

**MUSIC 689 Seminar in Music of the Romantic Era**

Fall, spring. 4 credits each term.

Fall, W 1:25-4:25, J. Webster; spring, M 1:00-4:00, D. Rosen.

Topic for fall 1994: Instrumental music in the larger forms.

Topic for spring 1995: Verdi.

**[MUSIC 690 Seminar in Music of the Twentieth Century**

Spring. 4 credits. Not offered 1994-95.

W 1:25-4:25. R. Sierra.]

**MUSIC 691-692 Historical Performance**

691, fall; 692, spring. 4 credits each term.

Prerequisite: permission of instructor.

Hours to be arranged. M. Bilson, J. Hsu, S. Monosoff.

Lessons on the major instrument with supplementary study and research on related subjects.

**[MUSIC 693 Seminar in Performance Practice**

Fall or spring. 4 credits. Not offered 1994-95.

N. Zaslaw.]

**MUSIC 697-698 Independent Study and Research**

697, fall; 698, spring. Credit to be arranged.

Hours to be arranged. Staff.

**[MUSIC 785-786 History of Music Theory**

785, fall; 786, spring. 4 credits each term. Not offered 1994-95.

J. Webster.]

**[MUSIC 787-788 History and Criticism**

787, fall; 788, spring. 4 credits. Not offered 1994-95.

R 1:25-4:25. D. Rosen.]

**[MUSIC 789 Liturgical Chant in the West**

Spring. 4 credits. Not offered 1994-95.

W 1:25-4:25. D. Randel.

The formation of the major Western liturgical repertoires, their interrelation, and their early history.]

**NEAR EASTERN STUDIES**

J. Taragona Borrás, R. Brann (director of undergraduate studies), B. Hamad, L. Kant, S. Katz, M. Litvak, P. Morewedge, D. I. Owen (director of the Program of Jewish Studies), L. Peirce, A. Sáenz-Badillos Pérez, D. Powers, chair, G. Rendsburg (graduate faculty representative), N. Scharf, S. Shoer, M. Younes

Joint faculty: M. Bernal, S. H. Nasr

(A. D. White Professor-at-Large), S. Telhami

**The Department**

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the archaeology, civilization, history, languages, and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region that has had an important impact on the development of our own civilization and that plays a vital role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis.

**Distribution Requirements**

Any two Near Eastern Studies history or archaeology courses at the 200, 300 or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 or NES 198 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197 or 198. All 200 or 300-level language courses may fulfill the humanities requirement.

**The Major**

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

A. Qualification in two Near Eastern Studies languages or Proficiency in one.

B. Nine three- or four-credit NES courses, which must include the following:

1. NES 197 or 198.

2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):

3000 B.C.E to 600 C.E.

NES 223, Introduction to the Bible

NES 263, Introduction to Biblical History and Archaeology

NES 248, Introduction to Classical Jewish History

600 C.E. to the present

NES 233, The Lyrics of Love and Death: Medieval Hebrew and Arabic Poetry in Translation

NES 257, Islamic History 600-1258

NES 258, Islamic History 1258-1914

NES 294, Modern History of the Near East

3. At least two NES courses at the 300 level or above (only one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

**Honors.** Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit

an outline of their proposed honors work to the department during the second semester of their junior year.

**Study abroad.** Near Eastern Studies majors may choose to study in the Near East in their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East or recognized field schools in Israel may also qualify for course credit.

**Freshman Seminar****[NES 122 An Introduction to the Classics of Jewish Literature (also Jewish Studies 102 and Religious Studies 122)**

102, spring. 3 credits each semester. Not offered 1994-95.  
Staff.]

**[NES 125-126 The Bible as Literature in its Ancient Near Eastern Context (also Jewish Studies 125-126 and Religious Studies 125-126)**

Fall 125; spring 126. 3 credits. Not offered 1994-95.]

**NES 127 "Two Shall Become One Flesh": Gender Relations in the Hebrew Bible**

Fall. 3 credits. Freshman Seminar. Enrollment limited to 17 students.

T R 8:40-9:55. C. Smith.

The institution of marriage delighted, disappointed, and often baffled the authors of the Hebrew scriptures. In this course we will read selections from the Hebrew Bible (in translation) and examine the portrayal of courtship and marriage in its laws, poetry, and narratives.

**NES 141 The Encounter of Judaism and Christianity in the Rabbinic Era**

Fall. 3 credits. Freshman Seminar. Enrollment limited to 17 students.

T R 1:25-2:40. S. Katz.

This seminar will explore the basic theological matters at issue in the dialogue and confrontation between Judaism and Christianity. I will concentrate on the early history of this encounter—the first to the sixteenth century C.E.—and on basic theological notions that are central to both traditions. Among the subjects to be analyzed in a comparative way are: covenant, torah, man, sin redemption, and messianism.

**[NES 154 Harems, Houris, and Hashish: Western Perceptions of the Middle East**

Spring. 3 credits. Not offered 1994-95.]

**Language Courses****NES 101-102 Elementary Modern Hebrew I and II (also Jewish Studies 105-106)**

101, fall; 102, spring. 6 credits each term.

Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement. Enrollment limited to 15 students in each section.

M-F Section I: 10:10-11:00; Section II:

11:15-12:05; Section III: 1:25-2:15.

S. Shoer.

Intended for beginners (section I for students without any previous background). A

thorough grounding is given in all the language skills, emphasizing reading, writing, grammar, listening, and speaking. (1) Oral comprehension and production: (a) in the classroom—ability to understand the basic dialogues and passages without the aid of written texts, to use these texts in variation, and to create new ones; (b) in the outside world—ability to meet basic travel needs and daily routine needs, both at work and in a study situation. (2) Reading: (a) in the classroom—ability to read the texts in the lessons, as well as new texts based on materials presented in class, and to deal with extensive readings (i.e., materials based on texts presented in the classroom as well as additional contextually relevant vocabulary items); (b) in the outside world—ability to read simple road signs, train and bus schedules, menus, simple directions, etc. (3) Writing: (a) in the classroom—ability to communicate by writing short sentences and to construct short dialogues based on simple sentences or brief passages on topics included in classroom discussions; (b) in the outside world—ability to construct simple, very short letters or notes, or brief summaries or reports. (4) Culture: meet basic courtesy needs in informal situations, know basic geographic facts, and become aware of the composition of the people of the country.

**NES 111-112 Elementary Arabic I and II**  
111, fall; 112, spring. 6 credits each term.  
Prerequisite for Arabic 112: Arabic 111 or permission of instructor.

M-F Section I: 10:10-11:00; Section II: 11:15-12:05. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis will be on learning the language through using it in meaningful contexts. The student who successfully completes the two-semester sequence will be able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.); 2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.); 3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

**NES 201-202 Intermediate Modern Hebrew I and II (also Jewish Studies 201-202) @**

201, fall; 202, spring. Enrollment limited to 15 students in Section I and 15 students in Section II each term. 4 credits each term. Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor.

M T W R Section I: 10:10-11:00; Section II: 1:25-2:15. N. Scharf.

Second-year modern Hebrew. Continued development of reading, writing, composition, listening, and speaking skills. (1) Oral comprehension and production: (a) in the classroom—ability to carry on a conversation, listen to a short lecture, or deliver a short lecture on topics covered in the classroom or related topics; (b) in the outside world—ability to interact with speakers of Hebrew

and exchange ideas on basic interests and current events, in work or study situations or informal gatherings, and to relay simple information and give directions. (2) Reading: (a) in the classroom—ability to read simplified short stories, short news items, and newspaper headlines; (b) in the outside world—ability to read short newspaper items, work directions, maps, plans, etc. (3) Writing: (a) in the classroom—ability to write short compositions, take notes in class, compose schedules, write out directions, etc.; (b) in the outside world—ability to write letters, reports, and summaries of events, and to complete questionnaires. (4) Culture: expand knowledge of culture into some areas of literature, popular culture, and historical background.

**NES 211-212 Intermediate Arabic I and II @**

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor.

M T W R Section I: 10:10-11:00; Section II: 1:25-2:15. B. Hamad and M. Younes.

A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. More attention will be given to developing native-like pronunciation and to grammatical accuracy than in NES 111-112, but the main focus will be on developing communication skills. The student who successfully completes 212 will be able to: 1) understand and express himself or herself in Arabic in situations beyond the basic survival needs; 2) read and comprehend written Arabic of average difficulty; 3) write a letter, a summary of a report or a reading selection. An appreciation of Arabic literature and culture will be sought through the use of authentic materials.

**NES 217-218 Intermediate Turkish I and II @**

217, fall; 218, spring. Limited to 15 students. 4 credits each term.

T R 2:55-4:10. L. Peirce.

The course aims at the continuing development of reading, composition, and oral comprehension and production skills. Readings include selections from modern short stories, newspapers, and nonfiction prose. Both formal and informal contexts for writing and speaking are emphasized. The course will begin with a brief review of formal grammar.

**NES 301-302 Advanced Modern Hebrew I and II (also Jewish Studies 301-302) @**

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent with permission of instructor. Prerequisite for NES 302: 301 or equivalent with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. Limited to 15 students.

M W F 2:30-3:20. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

**NES 311 Advanced Arabic I @**

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students.

M W F 2:30-3:20. B. Hamad.

Students will be introduced to authentic, unedited Arabic language materials ranging from short stories and novels to political speeches and writings. Emphasis will be on developing fluency in oral expression through lively discussions of socially and politically provocative issues that are presented in the reading selections. A primary objective will be increased accuracy in pronunciation and grammar.

**NES 312 Advanced Arabic II @**

Spring. 4 credits. Limited to 15 students. Prerequisite: NES 311, or permission of instructor.

T R 10:10-11:25. D. Powers.

A reading course in classical Arabic. We will read the Qur'an and explore the manner in which it has been understood by Muslims throughout their history, as reflected in the commentary literature (*tafsir*). Special attention to grammar, syntax, and lexicography.

**[NES 330-331 Hieroglyphic Egyptian I and II @ #**

330, fall; 331, spring. 4 credits. Not offered 1994-95.]

**[NES 333-334 Elementary Akkadian I and II (also NES 633-634) @ #**

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1994-95.]

**NES 335-[336] Readings in Akkadian Texts (also NES 635-[636]) @ #**

635, fall; [636, spring]. 4 credits. Prerequisite for NES 336: 333-334. Prerequisite for 636: 633-634.

T R 1:10-2:25. D. I. Owen. May be repeated for credit.

Selected readings in Akkadian texts.

**NES 337-338 Ugaritic I and II @ #**

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another Semitic language (preferably Hebrew).

Fall: M W 1:25-3:10; spring: T R 10:10-11:25. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.

**[NES 412 Introduction to Arabic Linguistics (also DMLL 512) @ #**

Spring. 4 credits. Prerequisites: one year of Arabic and an introductory course in linguistics or permission of instructor. Not offered 1994-95.]

**[NES 416 Structure of the Arabic Language @**

Spring. 4 credits. Prerequisite: one year of Arabic or a background in linguistics. Enrollment limited to 15 students. Not offered 1994-95.

M. Younes.]

**NES 433 Introductory Sumerian I (also NES 631) @ #**

Spring. 4 credits each semester. Prerequisite: permission of instructor.

T R 2:55-4:10. D. I. Owen.

An introduction to the Sumerian cuneiform script and grammar of the third millennium B.C.E. Readings in selected Sumerian economic, legal, and historical inscriptions, a basic introduction to Sumerian grammar, and a survey and discussion of Sumerian civilization and culture will constitute the course. Recommended to students who have taken or plan to take Akkadian and/or Hittite as well as those in linguistics or otherwise interested in the history of language.

**[NES 625 West Semitic Inscriptions @#]**  
Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1994-95.]

**NES 631 Introductory Sumerian I (also NES 433)**

Spring. 4 credits. Prerequisite: permission of instructor.

For description, see NES 433 under Near Eastern Languages.

**[NES 633-634 Elementary Akkadian I and II (also NES 333-334)]**

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1994-95.]

**NES 635-[636] Readings in Akkadian Texts (also NES 635-[336])**

635, fall; 636, spring. 4 credits.  
For description, see NES 335 under Near Eastern Studies Languages.

**NES 637-638 Ugaritic I and II (also NES 337-338)**

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another semitic language (preferably Hebrew).  
For description, see NES 337-338 under Near Eastern Languages.

## Archaeology

**NES 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Classics 249, Jewish Studies 247, Religious Studies 247, Archaeology 247)**

Fall. 3 credits.

T R 2:55-4:10. L. Kant.

In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C.E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

**[NES 261 Ancient Seafaring (also Archaeology 275) @#]**

Spring. 3 credits. Not offered 1994-95.  
D. I. Owen.]

**[NES 263 Introduction to Biblical History and Archaeology (also Archaeology 263, Jewish Studies 263, and Religious Studies 264) @#]**

Spring. 3 credits. Not offered 1994-95.]

**[NES 264 Agriculture and Society in the Ancient Near East @#]**

Spring. 3 credits. Not offered 1994-95.]

**NES 267 Mediterranean Archaeology (also Classics 219) @#]**

Fall. 3 credits.

T R 11:40-12:55. J. Coleman.

An examination of the archaeological basis of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500-1100 B.C.). Topics include the Neolithic period of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.), Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans; Mycenaean, and their eastern and western Greek contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.

**[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @#]**

Fall. 4 credits. Not offered 1994-95.]

**NES 362 The History and Archaeology of Ancient Syria (also Archaeology 362/662, Jewish Studies 362 and NES 662) @#]**

Spring. 4 credits. Prerequisite: Any archaeology or ancient history course or permission of instructor.

T R 11:40-12:55. D. I. Owen.

Wide-ranging discoveries in Syria over the past two decades have increased dramatically our knowledge and understanding of the history of ancient Syria. This course will survey both the new discoveries and the older data—archaeological and written—from sites such as Ebla and Ugarit and provide a synthesis of the historical and archaeological developments. Relationships to the contemporary civilization in Mesopotamia, Anatolia, Israel, and Egypt from 3000-500 B.C.E. will be stressed.

**[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @#]**

Fall. 4 credits. Not offered 1994-95.]

**[NES 367 The History and Archaeology of Ancient Egypt @#]**

Fall. 4 credits. Not offered 1994-95.]

**[NES 461 Seminar in Syro-Palestinian Archaeology: The Israelite Conquest of Canaan (also Jewish Studies 461) @#]**

Fall. 4 credits. Not offered 1994-95.]

## Civilization

**NES 197-[198] Introduction to Near Eastern Civilization (also Jewish Studies 197 and Religious Studies 197-[198]) @#]**

Fall. 3 credits each term. Required for all NES department majors. NES 197 or 198 and any other NES course will constitute a sequence to fulfill the distribution requirement in either the social sciences or humanities, depending on the second course used in combination with NES 197 or 198.  
M W F 2:30-3:20. R. Brann.

This course is designed to provide an introductory overview of Near Eastern society and culture from ancient to modern times for students with little or no previous training. Lectures and discussions will focus on four major periods of Near Eastern history: ancient, biblical, Islamic, and modern. In each historical period we will consider the

development of major religious ideas, social and political institutions, economic structures, and literary forms. Readings will be chosen from primary sources in translation and secondary materials. In addition, presentation of films, slides, and other audio-visual materials will be integral to the course.

**NES 246 Seminar on Jewish Mysticism (Religious Studies 246) @#]**

Spring. 3 credits. Limited to 20 students.

M W F 1:25-2:15. S. Katz.

This course will deal with an intensive study of certain essential problems in the history of Jewish mysticism from the Rabbinic period to the early Middle Ages. Knowledge of Hebrew is not required.

**NES 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Classics 249, Jewish Studies 247, Religious Studies 247, ARKEO 247)**

Fall. 3 credits.

For description, see Near Eastern Studies 247 under Near Eastern Archaeology.

**NES 251 Introduction to Islam: Religion, Politics, and Society (also Religious Studies 252) @#]**

Spring. 3 credits.

T R 2:55-4:10. P. Morewedge.

After tracing the emergence of Islam as an historical phenomenon in the Near East, the course will focus on the intellectual traditions of Islamic civilization: theology, as reflected in the Qur'an and the writings of theologians; mysticism, as revealed in poems of Omar Khayyam and Rumi; and philosophy, as seen in the writings of Avicenna and Ibn Khaldun. Issues to be discussed will include the nature of theocracy, religious tolerance and pluralism, the status of women, and ethics of *jihad*. Students will be introduced to the basic sources of Islamic civilization and the reference works essential to the study of those sources.

**NES 281 Gender and Society in the Muslim Middle East (also Religious Studies 281, Women's Studies 281) @#]**

Spring. 3 credits. Limited to 20 students.

T R 11:40-12:55. L. Peirce.

This course examines conceptions of gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, sexuality, and social hierarchies and family structure. Although attention will be given to gender issues in the contemporary Near East, the course focuses on the historical roots of present-day social configurations. Readings include primary sources in translation.

**NES 296 Mystery Cults, Mythologies, and Religions of Iran (also Religious Studies 296) @#]**

Fall. 3 credits.

T R 10:10-11:25. P. Morewedge.

An introduction to the religious history and mythology of Iran from the sixth century B.C. to modern times, including discussion of Mithraism, the epic of The Book of Kings, Zoroastrianism, Mazdaism, Zurvanism, Manichaeism, and Shiism, with special attention to the Iranian encounters with Hellenic, Indic, and Arab cultures.



**[NES 320 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also Jewish Studies 340 and Religious Studies 340) @ #**

Spring. 4 credits. Not offered 1994-95.]

**NES 324 The History of Early Christianity (also Jewish Studies 344 and Religious Studies 325) #**

Fall. 4 credits.

T R 1:25-2:40. L. Kant.

History of Christianity in the Roman Empire from its beginnings in the New Testament period to the Council of Chalcedon. Emphasizing primary sources (both textual and archaeological/iconographic), the course treats the socio-cultural changes in Christian communities, as well as developments in Christian "orthodoxy" and "heretical" movements (e.g., Gnostics); the role of Greek philosophy in shaping Christian thought; martyrdom and persecution; asceticism, monasticism, and holy persons; Christian views of political and social responsibility.

**[NES 327 The Missions of Paul and His Successors (also Religious Studies 327)]**

Fall. 4 credits. Not offered 1994-95.

T R 2:55-4:10. L. Kant.

With special focus on the Pauline tradition, we will examine Christianity in the first to early second centuries C.E. as a missionary religious movement, surveying its spread to various cities throughout the Graeco-Roman/Near Eastern world, such as Antioch, Ephesus, Colossae, Thessaloniki, Philippi, Corinth, and Rome. Through a close reading of New Testament texts, we will investigate the different forms Christianity took in various places, noting its transformation from a Jewish missionary movement to a gentile one. Attention will be drawn to the following: the urban character of Christian missions; initiatory rites, such as baptism; the role of Jewish synagogues and of god-fearers; the eschatological stance of early Christian communities; and views of the Roman government toward early Christianity and vice versa. In addition, we will consider the meaning of missionizing and conversion in the ancient world to determine what is meant, and did not mean, to become a Christian. Knowledge of Greek is not at all necessary, but students with the background will have the opportunity to use it.]

**NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COM L 334, RELST 334, SPANL 339) @ #**

Fall. 4 credits.

M W F 12:20-1:10. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *musta'ribun* (Arabicized Christians), Jews and "Slavs" (European slave soldiers and their descendants). This course will examine the literature, culture, and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711-1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

**[NES 340 Judaism and Christianity: A Historical and Theological Encounter (also Religious Studies 341) #**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1994-95.

S. Katz.]

**[NES 348 Varieties of Judaism in the Graeco-Roman World (also Jewish Studies 348 and Religious Studies 348) @ #**

Spring. 4 credits. Not offered 1994-95.]

**NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @ #**

Spring. 4 credits. Enrollment limited to 20 students.

T R 1:25-2:40. D. Powers.

After surveying the historical development of Islamic Law, the seminar will focus on the structure and function of the Islamic legal system in the fourteenth and fifteenth centuries, using legal documents, judicial opinions, and court cases (in English translation) to elicit major themes and issues.

**[NES 352 Islam and the West @**

Spring. 3 credits. Not offered 1994-95.]

**[NES 357 Islamic Law and Society @ #**

Fall. 4 credits. Not offered 1994-95.]

**[NES 453 Islam in South Asia (also History 417 and Religious Studies 417) @ #**

Fall. 4 credits. Not offered 1994-95.

R. Ahmed.]

## History

**NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ #**

Spring. 3 credits.

T R 1:25-2:40. G. Rendsburg.

This course focuses on the development of Judaism as a religion and as a civilization in antiquity. Particular emphasis is placed on theological development culminating in monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, and similar topics. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). Texts to be studied include selections from the Bible, the Apocrypha, the Dead Sea Scrolls, Josephus, and the Mishnah. All readings in English translation.

**NES 248 Introduction to Classical Jewish History (also RELST 248) @ #**

Fall. 3 credits. Enrollment limited to 50 students.

T R 10:10-11:25. S. Katz.

A survey of the major developments in Jewish history between the destruction of the first temple in 586 B.C.E. and the rise of Islam. Topics will include the return under Ezra and Nehemiah; the encounter with Hellenism; the Antiochene persecutions; the growth of Roman influence; the rebellion of 70 C.E.; the rise of such Jewish groups as the Sadducees, Pharisees, and Essenes; the conflict with early Christianity; and the nature of rabbinic Judaism.

**NES 249 Introduction to Modern Jewish History #**

Spring. 3 credits. Enrollment limited to 50 students.

M W F 10:10-11. S. Katz.

A survey of the major developments in Jewish history between the expulsion from Spain (1492) until 1900. Topics will include the growth of mysticism and Hasidism; the development of Eastern European Jewry; the impact of emancipation; the rise of Jewish pluralism, e.g., Reform Judaism, Conservative Judaism, Neo-Orthodoxy; the character of modern anti-Semitism; the origins and growth of American Jewry; and the beginnings of political Zionism.

**[NES 257 Islamic History: 600-1258 (also History 254 and Religious Studies 257) @ #**

Fall. 3 credits. Not offered 1994-95.]

**[NES 258 Islamic History: 1258-1914 (also History 248 and Religious Studies 258) @ #**

Spring. 3 credits. Not offered 1994-95.]

**[NES 261 Ancient Seafaring (also Archaeology 275) @ #**

Spring. 3 credits. Not offered 1994-95.]

**[NES 264 Agriculture and Society in the Ancient Near East @ #**

Spring. 3 credits. Not offered 1994-95.]

**NES 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also Government 358 and JWST 294) @**

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences.

T R 2:55-4:10. M. Litvak.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Near East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in the global and regional contexts. The course does not presuppose any knowledge of Near Eastern languages.

**[NES 340 Judaism and Christianity: A Historical and Theological Encounter (also Religious Studies 341) #**

Spring. 4 credits. Not offered 1994-95.]

**[NES 350 Queen of Cities: Byzantine Constantinople, Ottoman Istanbul (also CLASS 352, HIST 315, and RELST 352) @ #**

Spring. 4 credits. Not offered 1994-95.]

**NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @ #**

Spring. 4 credits. Enrollment limited to 20 students.

For description, see NES 351 under Near Eastern Studies Civilization.

**[NES 352 Islam and the West @**

Spring. 3 credits. Not offered 1994-95.]

**NES 353 Politics and Culture in Late Medieval Central Asia and the Near East (also HIST 317) @ #**

Fall. 4 credits.

T R 11:40-12:55. L. Peirce.

This course explores the phenomenon of the "military patronage state." This term has been used to describe the combination of a ruling class organized for conquest and conspicuous cultural patronage, characteristic of the states established by the Mongols, Timurids, Mamluks, and early Ottomans. Two other

notable features of these states that we will examine are the close ties that existed between rulers and sufi saints and the prominence of women in politics and cultural production. Wherever possible, readings will emphasize primary sources in translation.

**[NES 354 Iran: Between Islam and the West (also History 378)]**

Spring. 4 credits. Enrollment limited to 25 students. Not offered 1994-95.  
D. Menashri.]

**[NES 358 The Islamic Resurgence @]**  
Spring. 4 credits. Prerequisite: NES 258 or NES 294. Not offered 1994-95.]

**[NES 359 Ottoman History: 1300-1923 (also HIST 389, HIST 646, and NES 658) @ #]**

Fall. 4 credits. Not offered 1994-95.  
L. Peirce.]

**[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #]**

Fall. 4 credits. Not offered 1994-95.]

**[NES 362 The History and Archaeology of Ancient Syria (also NES 662, ARKEO 362/662, and JWST 362) @ #]**

Spring. 4 credits. Prerequisite: Any archaeology or ancient history course or permission of instructor.  
For description, see NES 362 under Near Eastern Studies Archaeology.

**[NES 366 Archaeology of the Ancient Near East (also Archaeology 310) @ #]**

Fall. 4 credits. Not offered 1994-95.]

**[NES 367 The History and Archaeology of Ancient Egypt @ #]**

Fall. 4 credits. Not offered 1994-95.]

**[NES 395 International Relations of the Middle East (also Government 392) @]**

Spring. 4 credits. Not offered 1994-95.  
S. Telhami.]

**[NES 418 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 618, and RELST 418) @ #]**

Fall. 4 credits. Enrollment limited to 20 students. Prerequisite: NES 257 or 258, or permission of instructor.

T R 1:25-2:40. D. Powers.  
This course will focus on the life of the Prophet Muhammad and first century of Islamic history, with special attention to methodological issues relating to the study of this period. Three literary forms—all available in English translation—will serve as the basis for discussion: The Qur'an, the biography of the Prophet (*Sira*), and the sayings of the Prophet (*Hadith*). Knowledge of Arabic is desirable but not required.

**[NES 453 Islam in South Asia (also History 417 and Religious Studies 417) @ #]**

Fall. 4 credits. Not offered 1994-95.  
M 2:30-4:25. R. Ahmed.]

**[NES 456 Sexuality, Society and the State in the Near East (also History 457 and Women's Studies 455) @]**

Spring. 4 credits. Prerequisite: Permission of the instructor. Limited to 15 students. Not offered 1994-95.  
L. Peirce.]

**[NES 493 Ethnicity in the Modern Middle East — Historical and Social Science Approaches (also S HUM 413)]**

Fall. 1 credit. Seminar will meet four times only (September 13, 15, 20, and 22). Enrollment limited to 17 students.

T R 2:30-4:25. L. Valensi.  
The goal of the seminar is the study of ethnic and religious groups in the Middle East in the 19th and 20th centuries. Methodologically, the seminar will probe the merits and the limits of the different approaches utilized so far to understand pluralistic societies such as those of the Middle East: 1) Descriptive, objective approaches (naming, counting, mapping, and storytelling); 2) Focusing on interaction and conflicts in the shaping and reproduction of collective identities; 3) The study of conversation, "Metissages," cosmopolitanism, and crossing the borders of religious and ethnic groups.

**[NES 618 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 418, and RELST 418)]**

Fall. 4 credits. Prerequisite: NES 257 or 258, or permission of instructor. Enrollment limited to 20 students.  
For description, see NES 418 under Near Eastern Studies History.

**[NES 651 Introduction to Islamic Law (also NES 351, RELST 350, HIST 372/652)]**

Spring. 4 credits. Enrollment limited to 20 students.  
For description, see NES 351 under Near Eastern Studies, Civilization.

**[NES 682 International Relations of the Middle East (also Government 682)]**

Spring. 4 credits. Not offered 1994-95.]

## Literature

**[NES 171 The Hebrew Muse: Explorations in Classical Jewish Literature (also JWST 171)]**

Fall. 3 credits. Not offered 1994-95.  
Staff.]

**[NES 220 The Greek New Testament (also CLASS 202 and RELST 202) @ #]**

Spring. 3 credits. Not offered 1994-95.  
J. Rusten.]

**[NES 223 Introduction to the Bible (also JWST 223 and RELST 223) @ #]**

M W F 10:10-11:00. G. Rendsburg.  
This course is intended to introduce the student to the literature of the Hebrew Bible, with particular attention paid to the material in Genesis through 1 Kings. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, law and culture.

**[NES 224 Wisdom Literature: An Introduction @ #]**

Spring. 3 credits. Not offered 1994-95.]

**[NES 226 Exodus and Conquest @ #]**

Spring. 3 credits. Not offered 1994-95.]

**[NES 227 Introduction to the Prophets (also Jewish Studies 227 and Religious Studies 227) @ #]**

Spring. 3 credits. Not offered 1994-95.  
G. Rendsburg.]

**[NES 228 Genesis (also Near Eastern Studies 628, Jewish Studies 228 and Religious Studies 228) @ #]**

Spring. 3 credits. Prerequisite: knowledge of Hebrew. Not offered 1994-95.  
G. Rendsburg.]

**[NES 233 The Lyrics of Love and Death: Medieval Arabic and Hebrew Poetry and Narrative (in Translation) (also Comparative Literature 333 and Jewish Studies 233) @ #]**

Spring. 3 credits. Not offered 1994-95.]

**[NES 313 Arab-African Fiction (also Africana Studies 313) @]**

Spring. 4 credits. Enrollment limited to 20 students.  
M W F 12:20-1:10. B. Hamad.

This course will be devoted to the novels and short stories of Middle Eastern and African authors, including Najib Mahfouz, Tawfiq al-Hakim, al-Tayyib Saleh, and Yusuf Idris. Through these texts, we will explore the impact of modernization and Western colonialism and culture upon the traditional Arab-African environment, both in the city and the village. All materials will be read in English translation. No prerequisites.

**[NES 332 Ancient Near Eastern Literature @ #]**

Spring. 4 credits. Not offered 1994-95.]

**[NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #]**

Fall. 4 credits.  
For description, see NES 339 under Near Eastern Studies Civilization.

**[NES 356 Readings in Classical Arabic Texts (also NES 656) @ #]**

Spring. 4 credits. Prerequisite: NES 211-212 or permission of instructor. Not offered 1994-95.  
D. Powers.]

**[NES 400 Seminar in Advanced Hebrew (also JWST 400) @]**

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 302/JWST 302 or permission of instructor. Not offered 1994-95.  
N. Scharf.]

**[NES 402 Seminar in Hebrew Literature and Poetics (also Jewish Studies 402) @ #]**

Spring. 4 credits. Prerequisites: NES 301 or equivalent and permission of instructor. Not offered 1994-95.]

**[NES 411 Readings in Classical Arabic Texts @ #]**

Fall. 4 credits. Not offered 1994-95.]

**[NES 420 Readings in Biblical Hebrew Prose (also Jewish Studies 420 and Religious Studies 420) @ #]**

Spring. 4 credits. Prerequisite: one year of Hebrew, biblical or modern. Course may be repeated for credit. Not offered 1994-95.  
G. Rendsburg.]

**[NES 421 Readings in Biblical Hebrew Poetry (also Jewish Studies 421 and Religious Studies 423) @ #**

Spring. 4 credits. Prerequisite for NES 421: one year of Biblical or Modern Hebrew. Course may be repeated for credit. Not offered 1994-95.]

**[NES 428 Medieval Biblical Hebrew Exegesis (also Jewish Studies 488 and Religious Studies) @ #**

Spring. 4 credits. Prerequisite: Advanced knowledge of Hebrew or permission of instructor. Not offered 1994-95.]

**NES 429 Readings in the New Testament (also Comparative Literature 429, English 429, and Religious Studies 429) #**

Fall. 4 credits. Enrollment limited to 8 NES students; 9 Comparative Literature students; and 8 Religious Studies students.

M W F 12:20-1:10. J. P. Bishop.  
Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1994 will be on acts and letters from Paul. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the materials should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

**[NES 432 Readings in Judeo-Arabic: Medieval Judeo Arabic and Hebrew Poetics (also Jewish Studies 482) @ #**

Spring. 4 credits. Prerequisite: Arabic 212, Hebrew 202, or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. Entire sequence may be repeated for credit; readings will vary from year to year. Not offered 1994-95.]

**[NES 627 The Song of Songs (also Religious Studies 627 and Jewish Studies 627) @ #**

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1994-95.]

**[NES 628 Genesis (also NES 228 and Jewish Studies 628)**

Fall. 4 credits. Not offered 1994-95.]

**[NES 633-634 Elementary Akkadian I and II (also Near Eastern Studies 333-334)**

Fall, 633; spring, 634. 4 credits. Not offered 1994-95.]

**NES 499 Independent Study, Honors**

Fall and spring. Variable credit. Prerequisite: permission of instructor.  
Staff.

**NES 635-[636] Readings in Akkadian Texts (also NES 335-[336])**

635, fall; [spring, 636]. 4 credits. Prerequisite for 636: 633-634. Prerequisite for 336: 333-334.

For description see NES 335-336 under Near Eastern Languages.

**[NES 656 Readings in Classical Arabic Texts (also NES 356)**

Spring. 4 credits.  
For description see NES 356 under Near Eastern Studies Literature. Not offered 1994-95.]

**NES 491-492 Independent Study, Undergraduate Level**

Fall and/or spring. Variable credit. Prerequisite: permission of instructor.  
Staff.

**NES 691-692 Independent Study: Graduate Level**

Fall or spring. Variable credit. Prerequisite: permission of instructor.  
Staff.

**The Program of Jewish Studies**

The Program of Jewish Studies encompasses a broad spectrum of disciplines that includes civilization, history, language, literature, philology, and religion. The program offers students the opportunity to take a wide variety of courses in Jewish Studies whose subjects are not represented in the department of Near Eastern Studies. Students interested in planning a program in Jewish Studies should consult with the director, Professor David A. Owen, 360 Rockefeller Hall. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

**[JWST 102 An Introduction to the Classics of Jewish Literature (also Near Eastern Studies 122 and Religious Studies 122)**

102, spring. 3 credits each semester. Not offered 1994-95.  
Staff.]

**JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, ARKEO 247)**

Fall. 3 credits.  
T R 2:55-4:10. L. Kant.

**JWST 274 Jewish Civilization in Eastern Europe: 1814-1939 (also Russian Literature 274)**

Fall. 2 credits.  
R 1:25-4:25. A. Nadler.

**[JWST 450 Undergraduate Seminar in Recent American History: Benjamin N. Cardozo and the American Judicial Tradition (also History 440)**

Fall. 4 credits. Permission of instructor required. Not offered 1994-95.]

**[JWST 478 Jewish-American Writing (also English 488)**

Spring. 4 credits. Limited enrollment. Permission of the instructor required. Not offered 1994-95.  
TBA. J. Porte.]

**JWST 491-492 Independent Study: Undergraduate**

Fall or spring. Variable credit. Prerequisite: permission of instructor.  
Staff.

**JWST 499 Independent Study: Honors**

Fall and spring. Variable credit. Prerequisite: permission of instructor.  
Staff.

**Related Courses in Other Departments**

Africana Studies  
Archaeology  
Classics  
Comparative Literature  
Economics  
English

German Studies  
Government  
English  
History  
History of Art  
Medieval Studies  
Modern Languages and Linguistics  
Philosophy  
Religious Studies  
Romance Studies  
Russian Literature  
Society for the Humanities  
Sociology  
Women's Studies

**NEPALI**

See Department of Modern Languages and Linguistics.

**PHILOSOPHY**

T. H. Irwin, chair (on leave spring 1995),  
R. N. Boyd, G. Fine (on leave spring 1995),  
C. A. Ginet (on leave 1994-95), H. Hodes,  
J. Jarrett, K. Jones, N. Kretzmann, D. Lyons,  
R. W. Miller, S. Shoemaker, N. L. Sturgeon (on leave fall 1994), A. W. Wood

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to freshmen.

**The Major**

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. A course in formal logic (e.g., Philoso-

phy 331), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

**Honors.** A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay.* Philosophy 490 does *not* count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

## Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

## Introductory Courses

These courses have no prerequisites; all are open to freshmen.

### PHIL 100 Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the brochure listing freshman writing seminars prepared by the John S. Knight Writing Program.

### PHIL 101 Introduction to Philosophy (by petition for breadth requirement)

Fall and spring. 3 credits.

Fall: Lects M W 2:30; disc. F 2:30-3:20. R. Miller.

An introduction to central topics of philosophy. We will discuss questions of epistemology (what can we know for sure? what is the difference between rational belief and dogmatism?), philosophy of mind (is your mind just the same as your brain? do you really have free will?), and ethics (what makes acts morally wrong? what social inequalities are unjust?) Readings will be chosen from classic and contemporary writers.

Spring: T R 10:10. A. Wood.

A survey of some main topics and problems in philosophy: proofs for the existence of God, belief and doubt, the mind-body problem, free will, the basis of morality. Readings will include selections from writings of St. Anselm, St. Thomas Aquinas, Descartes, Plato, Kant, Mill, Nietzsche, Peirce, and James.

**[PHIL 145 Contemporary Moral Issues]** 3 credits. Offered only in 6-week summer session.]

**[PHIL 201 Philosophical Problems]** Not offered 1994-95.]

**[PHIL 210 Ancient Thought #]** 4 credits. Not offered 1994-95.]

### PHIL 211 Ancient Philosophy #

Fall. 4 credits. No prerequisites.

M W F 2:30. G. Fine.

This course explores the origins of Western philosophy, as it emerged in Ancient Greece and Rome. We will explore some of the central ideas of the presocratics, Socrates, Plato, Aristotle, and the post-Aristotelians (Epicureans, Stoics, and Sceptics). Questions to be considered include: What are the nature and limits of knowledge? How reliable is perception? What are the basic entities in the universe-atoms? Platonic Forms? Aristotelian substances? Is moral knowledge possible? Why be moral? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? This course has no prerequisites.

### PHIL 212 Modern Philosophy #

Spring. 4 credits.

M W F 10:10, plus disc. 1 hour each week to be arranged. S. Shoemaker.

A survey of major philosophical problems in metaphysics and the theory of knowledge in seventeenth- and eighteenth-century European philosophy. Readings from Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant.

### PHIL 213 Existentialism

Fall. 4 credits.

T R 10:10-11:25; plus disc T 11:40 or T 3:35. A. Wood.

We will study writings of four principal modern writers usually categorized as "existentialist": Nietzsche, Dostoyevsky, Kierkegaard, and Sartre. Readings will include novels, prose-poetry and pseudonymous literature used as vehicles for conveying philosophical ideas.

### PHIL 214 Philosophical Issues in Christian Thought

Spring. 4 credits.

T R 2:55; disc. 1 hour each week to be arranged. N. Kretzmann.

Topic for 1994-95: Christian ethics.

### PHIL 231 Introduction to Formal Logic

4 credits. Normally offered in the six-week summer session.

Fall: M W F 1:25, H. Hodes. Spring: M W F 1:25, J. Jarrett.

Analysis and evaluation of deductive reasoning in terms of formalized languages. The logic of sentences, predicates, and quantifiers. (This course, rather than Philosophy 331, is the recommended introductory formal logic course.) Fall prelims scheduled 10/13 and 11/15.

### PHIL 241 Ethics (by petition for breadth requirement)

Spring. 4 credits.

Lects, T R 2:55-4:10; plus disc. 1 hour each week to be arranged. R. Miller.

Introduction to the philosophical study of major moral questions—for example: Are all values relative, or are there some objective moral values? Have we ever any good reason to care about the interests of other people? Do people have rights with which governments should not interfere, even to advance the general welfare? What inequalities are unjust? The course discusses general issues in moral philosophy, together with some of their implications for particular current moral controversies, such as the debates over abortion, reverse discrimination, and policies reducing economic inequality. Readings from major philosophers of the past, as well as contemporary sources.

### [PHIL 242 Social and Political Theory (by petition for breadth requirement) (also Government 260)]

4 credits. Not offered 1994-95.]

### [PHIL 243 Aesthetics]

Fall. 4 credits. Not offered 1994-95.]

### [PHIL 244 Philosophy and Literature]

4 credits. Not offered 1994-95.]

### PHIL 245 Ethics and Health Care

Fall. 4 credits. Normally offered also in the six-week summer session. Open to sophomores, juniors, and seniors.

Lects, T R 1:25; disc, 1 hour each week to be arranged. K. Jones.

This course is an introduction to the ethical issues surrounding health care. Topics include: (1) the professional-patient relationship, (2) justice and access to health care, (3) autonomy, quality of life, personhood and their relation to issues such as abortion and euthanasia.

### PHIL 246 Ethics and the Environment

Spring. 4 credits. Open to all undergraduates. Permission of instructor required for graduate students.

Lects, M W F 11:15; disc, 1 hour each week to be arranged. N. Sturgeon.

Critical philosophical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. Topics include the nature of ethics and the possibility of knowledge in ethics; the nature and extent of individual and social obligation to distant people, future generations, nonhuman animals and nonsentient things (e.g., the ecosystem); the origin of environmental problems and the range of options for their solution.

### [PHIL 247 Ethics and Public Life]

Spring. 4 credits. Not offered 1994-95.]

### [PHIL 261 Knowledge and Reality]

4 credits. Not offered 1994-95.]

### PHIL 262 Philosophy of Mind

Fall. 4 credits.

M W F 10:10. S. Shoemaker.

An introduction to issues about the nature and identities of persons and "selves", both as discussed in the writings of such philosophers as Descartes, Locke, and Hume, and as treated in contemporary discussions of them.

Questions will include: What is the relation of a person to his or her body? What constitutes the continued identity of persons over time? Why does personal identity matter? What constitutes the unity of a person at a time? How do persons have knowledge of the minds and identities of other persons, and how do persons have knowledge of their own minds and identities?

### PHIL 263 Religion and Reason

Fall. 4 credits.

T R 11:40. N. Kretzmann.

Recent and traditional literature will be taken into account in the examination of such topics as evidence for and against the existence of a god, philosophical problems associated with the attributes of God as described in the great monotheistic religions, and philosophical problems associated with the relationship of God to the physical universe and to human beings.



**PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits.

M W F 10:10. R. N. Boyd.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

**Intermediate or Advanced Courses**

Some of these courses have prerequisites.

**[PHIL 309 Plato #**

4 credits. Not offered 1994-95.]

**[PHIL 310 Aristotle #**

4 credits. Not offered 1994-95.]

**PHIL 311 Modern Rationalism #**

Fall. 4 credits. Prerequisites: at least one previous philosophy course at the 200-level or above.

M W F 11:15. G. Fine.

This course focuses on the metaphysics and epistemology of Descartes, Spinoza, and Leibniz. Topics to be considered include: scepticism; the nature and limits of knowledge; innate ideas; substance; causation; freedom and determinism; necessity; proofs for the existence of God.

**PHIL 312 Modern Empiricism #**

Spring. 4 credits.

M W F 2:30. S. Shoemaker.

The metaphysical and epistemological views of Hume. Topics will include thought and meaning, knowledge and skepticism, causation and causal reasoning, and personal identity. Special attention will be given to Hume's views about causation.

**PHIL 314 Ancient Philosophy: The World of Theory and the World of Ordinary Life**

Spring. 4 credits.

T R 1:25. C. Meinwald.

We will be studying the questions: Are both worlds legitimate, or only one? If both, then how are they related? We will consider 1) the Eleatics, who challenge the ordinary world; b) some from a group (which included Anaxagoras, Empedocles, the atomists, Plato, Aristotle, the Stoics, and the rationalists in medicine) who maintain that the world accessible to theory underlies the ordinary world, and for whom theorizing concerning ultimate realities is relevant to our understanding of the world around us; c) the Sceptics, who challenge the theoretical world. There will be three 5-7 page papers.

**[PHIL 315 Medieval Philosophy #**

4 credits. Not offered 1994-95.]

**PHIL 316 Kant #**

Fall. 4 credits.

T R 11:40. A. Wood.

Introduction to Kant's main doctrines in metaphysics, theory of knowledge, and ethics. Topics include the possibility of nonempirical knowledge, the nature of space and time and our knowledge of them, proof of the existence of an objective world, why events must have causes, determinism and the possibility of free will, and the basis of morality.

**PHIL 317 Hegel**

Spring. 4 credits.

T R 11:40. A. Wood.

An introduction to Hegel's system of philosophy, emphasizing Hegel's moral and social philosophy and philosophy of history. The principal text studied will be Hegel's *Elements of the Philosophy of Right* (1821).

**PHIL 318 Twentieth-Century Philosophy**

Fall. 4 credits.

M W F 2:30. H. Hodes.

A survey of philosophical writing from the late 19th to early 20th century authors including G. Frege, B. Russell, L. Wittgenstein, on language, foundations of mathematics, topics in metaphysics (and perhaps epistemology). Recommended background: Philosophy 231.

**[PHIL 319 Philosophy of Marx #**

4 credits. Not offered 1994-95.]

**[PHIL 331 Formal Logic**

4 credits. Not offered 1994-95.]

**PHIL 332 Philosophy of Language**

Spring. 4 credits.

M W F 11:15. H. Langsam.

An introduction to the philosophy of language, focusing on problems about meaning, truth and reference in linguistic communication, and how these issues bear on the relations among mind, language and the world.

**PHIL 341 Ethical Theory (also Women's Studies 341)**

Spring. 4 credits.

M W F 3:35. K. Jones.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. However, this project assumes that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty." In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from "feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.

**PHIL 342 Law, Society, and Morality (also Law 666)**

Spring 1995. 4 credits.

M W F 3:00-3:50. D. Lyons.

This course is an introduction to the philosophy of law, with an emphasis on the nature and interpretation of law and the relation of law to moral principle. Theories to be considered include natural law, legal positivism, and legal realism. Topics include law as coercive command, the open texture of law, and the idea of a general obligation to obey the law.

**PHIL 343 Resistance and Responsibility (also Law 676)**

Fall. 4 credits.

T R 1:25. D. Lyons.

This course will consider two closely related ideas: the idea of political obligation (that the members of a society have a moral obligation to obey its laws) and the idea of civil disobedience (that principled resistance to law can sometimes be justified). Readings are from both political philosophy and the history of political resistance. Previously titled: Political Obligation and Civil Disobedience.

**[PHIL 344 History of Ethics: Ancient and Medieval #**

4 credits. Not offered 1994-95.]

**[PHIL 345 History of Ethics: Modern #**

4 credits. Not offered 1994-95.]

**PHIL 346 Modern Political Philosophy (also Government 462)**

Fall. 4 credits.

T R 2:55. R. Miller.

A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, and Gauthier. We will consider the different treatment in each theory of equality, liberty, and the general welfare, the different conceptions of morality on which each is grounded, and the consequences of each for current political controversies.

**[PHIL 361 Metaphysics and Epistemology**

4 credits. Not offered 1994-95.]

**[PHIL 362 Philosophy of Mind**

4 credits. Not offered 1994-95.]

**[PHIL 363 Topics in the Philosophy of Religion**

4 credits. Not offered 1994-95.]

**[PHIL 368 Global Climate and Global Justice (also Government 368)**

Not offered 1994-95.]

**PHIL 369 Limiting War: The Morality of Modern State Violence (also Government 469)**

Fall. 4 credits.

T R 1:25. H. Shue. Discussion section to be arranged.

Modern states employ and threaten violence in several forms. This course critically examines the best arguments about limiting or prohibiting various contemporary methods of fighting, or otherwise coercing, one's enemies—arguments with conclusions ranging from pacifism to "realism." Have traditional principles of just war been overtaken by recent events and technologies, or is it possible to provide a reasonable justification for limiting the means or ends of future wars? In 1994 the course focuses on two extended case-studies: nuclear weapons in the post-Cold-War world and the conduct of the Gulf War against Iraq in 1991.

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**

Fall. 4 credits.

W 7:30-9:30 p.m. Sections: R 10:10-11:25, 1:25-2:40. R. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

**[PHIL 382 Philosophy and Psychology]**  
4 credits. Not offered 1994-95.]

**PHIL 384 Philosophy of Physics**  
Fall. 4 credits.

M W F 10:10. J. Jarrett.

An introduction to issues arising in a philosophical examination of modern physical science. Relevant aspects of classical statistical mechanics, relativity theory, and quantum mechanics will be considered in connection with such topics as microphysical indeterminateness, probabilistic laws, causality, the direction of time, action-at-a-distance, and scientific explanation.

**[PHIL 389 Philosophy of Science: Evidence and Explanation]**  
4 credits. Not offered 1994-95.]

**PHIL 390 Informal Study**

Fall or spring. Credit to be arranged. Staff.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

### Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

**[PHIL 395 Majors Seminar]**  
4 credits. Not offered 1994-95.]

**PHIL 409 German Philosophical Texts**  
Fall and spring. 2 credits. Prerequisites: knowledge of German and permission of instructor.

Hours to be arranged. A. Wood.  
Reading of philosophical texts in the original German.

**PHIL 410 Latin Philosophical Texts #**  
Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor.

Hours to be arranged. N. Kretzmann.  
Reading of philosophical texts in the original Latin.

**PHIL 411 Greek Philosophical Texts (also Classics 311) #**

Fall. Variable credit. Prerequisites: knowledge of Greek and permission of instructor.

Hours to be arranged. T. Irwin.  
Reading of philosophical texts in the original Greek.

**PHIL 412 Medieval Philosophy #**  
Fall. 4 credits.

T R 2:55. N. Kretzmann.  
Topic for 1994-95: The philosophy of Thomas Aquinas, especially metaphysics, philosophy of mind, and theory of knowledge.

**[PHIL 413 Topics in Ancient Philosophy #]**  
4 credits. Not offered 1994-95.]

**[PHIL 414 German Philosophy after Kant #]**  
4 credits. Not offered 1994-95.]

**[PHIL 415 Special Topics in the History of Philosophy #]**  
Fall. Not offered 1994-95.]

**[PHIL 416 Modern Philosophy #]**  
4 credits. Not offered 1994-95.]

**[PHIL 431 Deductive Logic (also Mathematics 481)]**  
4 credits. Not offered 1994-95.]

**[PHIL 433 Philosophy of Logic]**  
4 credits. Not offered 1994-95.]

**PHIL 436 Intensional Logic (also Mathematics 483)**

Spring. 4 credits. Prerequisite: one previous course on logic or permission of the instructor.

M W F 1:25. H. Hodes.  
Review of derivations and models for logic; introduction to the abstract theory of consequence-relations, derivations and Kripke models for classical normal modal logics (including Soundness and Completeness Theorems); time permitting: logics of subjunctive conditionals, relation of modal and intuitionistic logic.

**[PHIL 437 Topics in the Philosophy of Language]**  
4 credits. Not offered 1994-95.]

**[PHIL 441 Contemporary Ethical Theory]**  
4 credits. Not offered 1994-95.]

**[PHIL 442 Ethics and the Philosophy of Mind]**  
4 credits. Not offered 1994-95.]

**[PHIL 444 Contemporary Legal Theory (also Law 710)]**  
4 credits. Not offered 1994-95.]

**PHIL 446 Topics in Social and Political Philosophy**

Spring. 4 credits.

M W F 10:10. K. Jones.  
The topic is the concept of identity. Recent work in moral and political philosophy has used "identity" and related notions such as "self-conception" or "self-definition." We will examine what the various writers have in mind when using such terms and how they have been thought relevant to moral and political theory.

**PHIL 461 Metaphysics**  
Spring. 4 credits.

T 3:30-5:30 p.m. R. Boyd, S. Mohanty.  
Justification, explanation, and truth. We will investigate recent controversies over our access to truths about the external world, in everyday life and in science. Issues may include the nature of explanation and the status of inference to the best explanation; the dependence of justification on background assumptions and its implications for relativism; the role of social practice in justification and reference and their bearing on realism; the relation between everyday, technical scientific, and moral inquiry. Readings may include work by Anscombe, Fine, Harman, Miller, Putnam, Rorty, van Fraassen, and Wittgenstein.

**[PHIL 481 Problems in the Philosophy of Science]**  
4 credits. Not offered 1994-95.]

**PHIL 490 Special Studies in Philosophy**  
Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at front of Philosophy section.  
Staff.

**PHIL 611 Ancient Philosophy #**  
Spring. 4 credits.

M 4:30-6:30. C. Meinwald.  
Topic for 1995: Plato, the *Parmenides* and the *Philebus*. Course requirements: one term paper, one presentation.

**[PHIL 612 Medieval Philosophy #]**  
4 credits. Not offered 1994-95.]

**[PHIL 613 Modern Philosophers #]**  
4 credits. Not offered 1994-95.]

**PHIL 619 History of Philosophy #**  
Fall. 4 credits.

M 4:30-6:30. T. Irwin.  
Some central issues in Aristotle's philosophy and their treatment by Hellenistic philosophers, especially the Stoics. Topics include: scepticism; meaning and reference; conditionals; modality; substance, form, and matter; causation and explanation; determinism and moral responsibility; morality, virtue, and happiness; reason and emotion.

**[PHIL 633 Philosophy of Language (also Linguistics 700)]**  
4 credits. Not offered 1994-95.]

**[PHIL 641 Ethics and Value Theory]**  
4 credits. Not offered 1994-95.]

**PHIL 661 Theory of Knowledge (also S&TS 661)**

Spring. 4 credits.

W 4:30-6:30. R. Miller.  
Topic for 1994-95: Recent work on truth, rationality, and knowledge. We will look at some leading current discussions of what makes a belief rational, what determines its content, what is involved in asserting its truth, what knowledge requires in addition to true belief, and the implications of each of these questions for our access to mind-independent facts. Readings are likely to include work by Putnam, Davidson, Fodor, Goldman, and Nozick.

**PHIL 662 Philosophy of Mind**  
Fall. 4 credits.

R 4:30-6:30. H. Langsam.  
Topic for Fall 1994: Experience.

**[PHIL 663 Philosophy of Religion]**  
4 credits. Not offered 1994-95.]

**PHIL 664 Metaphysics**  
Fall. 4 credits.

T 4:30-6:30. S. Shoemaker.  
Topic: Causality, Properties, and Intrinsicness.

**[PHIL 665 Metaphysics]**  
4 credits. Not offered 1994-95.]

**[PHIL 681 Philosophy of Science]**  
4 credits. Not offered 1994-95.]

**[PHIL 682 Philosophy of Social Science]**  
4 credits. Not offered 1994-95.]

**PHIL 700 Informal Study**

Fall or spring. Credit to be arranged. Staff.

To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

**PHIL 773 Proseminar in Cognitive Studies (also Cognitive Studies 773, Linguistics 773, and Computer Science 773)**

Fall. 2 credits. Fall: R grade.

T 1:25-2:40.  
See course description under PHIL 774.

**PHIL 774 Proseminar in Cognitive Studies (also Cognitive Studies 774, Linguistics 774, and Computer Science 774)**

Spring. 2 credits. S-U only.

T 1:25–2:40. Staff (taught from Cornell's Cognitive Studies Program, representing the fields of computer science, linguistics, psychology, and philosophy). Year-long commitment is mandatory.

This is a year-long lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use. Topics may include the psychology of perception and cognition; the philosophy of mind, language, and knowledge; the phonology, syntax, and semantics of natural language; computational approaches to natural language processing, vision and reasoning; parallel distributed processing, and neuropsychology.

## PHYSICS

D. B. Fitchen, chair (109 Clark Hall, 255-6016); R. S. Galik, director of undergraduate studies; J. P. Alexander, V. Ambegaokar, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, D. G. Cassel, G. V. Chester, B. Cooper, R. M. Cotts, P. Drell, V. Elser, C. P. Franck, B. Gittelman, K. Gottfried, B. Greene, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, D. F. Holcomb, M. P. Kalos, T. Kinoshita, A. LeClair, D. M. Lee, G. P. Lepage, R. M. Littauer, N. D. Mermin, N. Mistry, J. Orear, J. M. Parpia, J. R. Patterson, R. O. Pohl, J. D. Reppy, R. C. Richardson, J. T. Rogers, D. L. Rubin, E. E. Salpeter, J. P. Sethna, S. L. Shapiro, A. J. Sievers, E. Siggia, R. H. Silsbee, P. C. Stein, R. M. Talman, M. P. Teter, S. A. Teukolsky, R. Thome, M. Tigner, H. Tye, T-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Junior and senior students will find many opportunities for research participation and summer employment.

Three introductory physics sequences are open to freshmen: 101–102, 112–213–214, and 207–208. In addition, there is a group of general-education courses, Physics 201 through 206, 209, 210. Physics 101–102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in the sequence. Physics 101–102 or 207–208 may be taken as terminal physics courses. The three-term sequence 112–213–214 or its honors version,

116–217–218, is recommended for engineers and physics majors. Physics 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of Computer Science 99 or 101, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include: Physics 315, Phenomena of Microphysics; Physics 330, Modern Experimental Optics; and Physics 360, Electronic Circuits.

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult Professor Cotts, 522 Clark Hall. Students requesting transfer credit for physics courses taken at another college should consult the director of undergraduate studies.

### The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take Physics 112 with co-registration in Mathematics 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

### Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (Physics 112–213–214 or Physics 116–217–218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (Physics 316–317), (b) at least three semester hours of laboratory work selected from Physics 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least Mathematics 294 or 222. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (Applied and Engineering Physics 321–322 or Mathematics 421–422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed upon by the student and major faculty adviser.

**Note:** The requirements as stated above apply to all students who will graduate in the

class of 1995 or later. Students graduating in 1994 or earlier will be governed by the requirements in effect at the time of their acceptance into the major program. Those earlier requirements included fewer credits in the core.

### Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong high school preparation, the sequence Physics 116–217–218 is encouraged. Core courses in mechanics and electromagnetism will normally be Physics 318 and Physics 327 respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course Physics 410. This means a physics concentration needs a minimum of 7 hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these standard patterns will be common, as agreed upon between student and major faculty adviser.

### Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least 8 credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or mathematically oriented economics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. The concentration in natural science is particularly appropriate for students who wish to prepare for secondary school teaching.

For students with concentrations outside physics, the core requirements in mechanics can be appropriately met with Physics 314. For such students, Physics 323 is the normal choice for work in electromagnetism.

Students with an astronomy concentration who might continue in that field in graduate school should use Astronomy 410, 431, 432 as part of the concentration; they should use Physics 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

### Foreign Language Requirement

Students interested in eventual graduate work in physics are advised to meet this College of Arts and Sciences requirement with work in French, German, or Russian.

### Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty.

## Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that if a student wishes to complete a major in physics as well as a major in one or more other subjects, any course used to satisfy a requirement of the second major may not be used also in satisfaction of any physics major requirement.

## Distribution Requirement

Class of 1995 and before: The requirement in physical sciences is met by any two sequential courses such as Physics 101-102 or 207-208 or 112-213 or any combination of the first term of one sequence and the second term of another. It is also met by any two general education courses from the group 200-206, 209, 210 or by a combination of 101 or 112 or 207 with one from the group 200-206, 209, 210.

Class of 1996 and after: All Physics courses.

## Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 207  
Physics 102, 208  
Physics 112, 116  
Physics 213, 217  
Physics 214, 218

## Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the

instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

## Courses

### PHYS 101-102 General Physics

101, fall; 102, spring (101-102 also normally offered in summer). 4 credits each term. Prerequisites: three years of high school mathematics, including some trigonometry. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes more modern physics and less mathematical analysis than Physics 207-208 but more mathematics than Physics 201-206, 209, 210. (Students planning to major in a physical science should elect Physics 207-208 or 112-213-214.) A mostly self-paced, mastery-oriented autotutorial format; students work in a learning center at hours of their choice. Mastery testing on each unit (with a limit of three attempts).

One opening lecture 7:30 p.m., R Aug. 25 or M Aug. 29 (fall); M Jan. 23 (spring). Fall, R. M. Cotts, B. Richardson; spring, R. M. Cotts, B. Richardson.

Basic principles treated quantitatively but without calculus. Major topics for 101: kinematics and dynamics; forces; and sound. Momentum; energy; thermal physics; kinetic theory; thermodynamics; fluid mechanics; waves and sound. For 102: electricity and magnetism; optics; relativity; atomic, quantum, and nuclear physics; particles and waves. Laboratory emphasizes instrumentation, measurement, and interpretation of data. At the level of *Physics*, by Cutnell and Johnson.

### PHYS 112 Physics I: Mechanics and Heat

Fall or spring (normally also offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in Mathematics 191 or 111.

Lecs M W F 10:10 or 12:20; 2 recs each week; six 3-hr. labs. Evening exams: fall, Sept. 27, Oct. 25, Nov. 29; spring, Feb. 21, Mar. 16, Apr. 20. Fall, A. LeClaire; spring, J. Parpia.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. Introduction to thermodynamics. At the level of *Physics for Scientists and Engineers*, Vol. 1, by Tipler.

### PHYS 116 Physics I: Mechanics and Special Relativity

Fall or spring. 4 credits. A more analytic version of Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors. Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction.

Lecs, M W F 10:10; 2 recs each week; one 3-hr. lab alternate weeks. Evening exams may be scheduled. Fall, spring, B. Greene.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

### PHYS 200 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Archaeology 285, English 285, Art 372, and NS&E 285)

Spring. 3 credits.

Lecs. M W F 11:15-12:05. D. Clark.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. Archaeological artifacts, works of art, and rare books will be discussed with focus on historical and technical aspects of their creation and on their analysis by modern methods including microscopic, infra-red, and x-ray examination and by nuclear techniques such as carbon dating and compositional analysis using neutrons and charged particles. Scientific concepts underlying the methods will be discussed. Isotopic composition and/or radiographic images are used to identify pigments, inks, clays, etc.; to deduce geographical origins; to date and authenticate objects, and to study their creator's techniques.

### PHYS 201 Why the Sky Is Blue: Aspects of the Physical World

Fall. 3 credits.

Lec, T R 2:55-4:10; rec, W 2:30-3:20 or W 3:35-4:25. A. Sadoff.

This is a descriptive physics course aimed specifically at the non-science student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques.

## Typical Physics Course Sequences

(The semesters in which 314, 316, 317, 323, and 443 are listed are those that will be available to majors in the classes of 1995 or later.)

| Semester     | No AP math<br>or physics | 1 year AP<br>calculus and good<br>HS physics | Outside<br>concentrators | Outside<br>concentrators<br>(alternate) |
|--------------|--------------------------|--|--------------------------|---|
| 1st - Fall   | 112                      | 116  | 112                      |   |
| 2nd - Spring | 213                      | 217  | 213                      | 112                                     |
| 3rd - Fall   | 214                      | 218, 330                                     | 214                      | 213                                     |
| 4th - Spring | 316, 310 or 360          | 316, 318                                     | 310 or 360               | 214                                     |
| 5th - Fall   | 317, 327                 | 317, 327                                     | 316                      | 330, 316                                |
| 6th - Spring | 318, 443                 | 360, 443                                     | 314                      | 314                                     |
| 7th - Fall   | 341, 410                 | 341, 410                                     | 317, 323                 | 317, 323                                |
| 8th - Spring | Elective(s)              | Elective(s)                                  |                          |   |

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112-113-214 and 116-217-218 are possible, although the combination 112-213-218, is difficult. Physics 207 may be substituted for Physics 112. Students taking 112 after 112 must coregister for 216.

•Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

•Physics electives include 327, 360, 444, 454, 455, 525, 553, 561, 572, the senior seminars 481-483, Astronomy 332 or 431-432, and A&EP 434, 436.



**PHYS 202 The World According to Physics—The Way Things Work**

Summer only. 3 credits. Prerequisite: three years of high school mathematics, including some trigonometry.

M-F 10:00–12:00; laboratories two afternoons per week, to be arranged. R. Lieberman.

Intended to provide students majoring in fields outside the sciences with an appreciation for the familiar physical world surrounding them. Which falls faster, a pound of gold or a pound of feathers? What trajectory does a launched rocket follow? How efficient is an efficient automobile engine? What actually keeps a satellite circling the earth—why doesn't it just fall down or fly away? Can you build a ship that runs off the heat found in the ocean? With an emphasis on problem solving, the course helps the student to develop skills transferable to other areas. Topics include Newton's basic laws of motion, trajectories, satellites, space travel, and the concepts of energy.

**PHYS 204 Physics of Musical Sound**

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lec, M W F 9:05–9:55; disc, R 3:35 or F 3:35. E. Cassel.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical instruments, distinctions in tone quality, musical scales and tuning, some basic principles of room acoustics and reproduction of sound, and aspects of the mechanism of hearing. There will be some lab activities using computers to sample the frequency spectrum of various sounds and wave forms. At the level of *The Science of Sound*, by T. D. Rossing.

**PHYS 205 Reasoning about Luck**

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lecs, M W F 2:30; 5. 1-hr. labs to be arranged. V. Ambegaokar.

An attempt to explain how and when natural scientists can cope rationally with chance. The first part of the course deals in a constructive way with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. An introduction to mechanics and to heat as probabilistic mechanics follows. In this way, interested students are given a nontrivial understanding of the second law of thermodynamics, that putative bridge between C. P. Snow's two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—is touched on. Approximately five self-paced laboratory experiments will be included.

**PHYS 206 War and Peace in the Nuclear Age (also Government 384)**

Spring. 4 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background but will use high school mathematics.

Lecs, T R 10:10–11:25; 1 rec each week. P. Stein.

This course is intended for any student who wishes to understand the following: the history and evolution of military strategy; the developments in 20th-century physics that culminated in the development of the "atomic" bomb; the principles, types, and effects of nuclear weapons; existing and proposed arsenals and delivery systems; the evolution of the nuclear military strategy of the nuclear powers; and the history of nuclear arms-control negotiations. The course will also examine important concepts involved in military strategy and arms control. Much attention will be given to the problem and mechanisms of control of proliferation and weapons of mass destruction. Assignments emphasize quantitative reasoning skills as well as the technical subject matter.

**PHYS 207–208 Fundamentals of Physics**

207, fall; 208, spring. 4 credits each term. Prerequisites for Physics 207: high school physics plus Mathematics 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Prerequisites for Physics 208: Physics 207 (or 112 or 101) and at least coregistration in Mathematics 112 or 192. Physics 207–208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science.

Lecs M W F 9:05–9:55 or 11:15–12:05; two rec and one 2-hour lab each week, 207, R. M. Littauer; 208, B. Cooper. Evening exams: fall, Oct. 6, Nov. 8; spring, Feb. 28, Apr. 11.

207: Mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics and properties of matter. 208: Electricity and magnetism, topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, by Halliday and Resnick.

**PHYS 209 Relativity and Chaos**

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra.

Lecs M W F 2:30–3:20; rec T 2:30–3:20; N. D. Mermin.

We will examine two revolutionary fields of classical physics, one venerable and one relatively recent: the special theory of relativity will be developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" will be explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

**[PHYS 210 Randomness in Classical and Quantum Physics]**

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Not offered 1994–95.

Lecs M W F 2:30–3:20; rec T 2:30–3:20; N. D. Mermin.

We will examine two areas of physics where randomness plays a central role: the classical probability theory of gamblers, and its relation to subjects from the nature of coincidence to the direction of the flow of time; and the quantum theory, which promotes randomness from a consequence of human ignorance to a

fundamental aspect of the physical world, leading to Einstein's celebrated rejection of a dice-throwing God and his more disturbing complaint about "spooky actions at a distance."]

**PHYS 213 Physics II: Electricity and Magnetism**

Fall or spring (also normally offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for Physics 112.

Lecs, T R 9:05 or 11:15; 2 recs each week; one 3-hr. lab alternate weeks. Evening exams: fall, Oct. 6, Nov. 8; spring, Mar. 2, Apr. 6. Fall, J. Alexander; spring, Staff.

Electrostatics, behavior of matter in electric fields, DC and AC circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations and waves. At the level of *Physics for Scientists and Engineers*, Vol. 2, by Tipler. Laboratory covers electrical measurements, DC and AC circuits, resonance phenomena.

**PHYS 214 Physics III: Optics, Waves, and Particles**

Fall or spring (also normally offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the mathematics sequence.

Lecs, T R 9:05 or 11:15; 2 recs each week; one 3-hr. lab alternate weeks. Evening exams: fall, Oct. 4, Nov. 3; spring, Mar. 7, Apr. 20. Fall, J. Rogers; spring, P. Drell.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, optics, wave properties of particles, introduction to quantum physics. Course includes computer use in solving problems. At the level of *Physics for Scientists and Engineers*, Vol 1 and Vol. 2, by Tipler.

**PHYS 216 Introduction to Special Relativity**

Fall or spring, based upon preregistration. 1 credit. S-U only. Enrollment may be limited. Course will be completed within first four weeks of term. Co-registration in this course is a prerequisite for registration in Physics 217, unless the student has taken a relativity course at the level of Physics 116 or Astronomy 106. Prerequisites: Physics 112 or Physics 207 or permission of instructor.

Lecs T R 8:00–8:50. Fall, N. D. Mermin; spring, staff.

Introduction to Einstein's Theory of Special Relativity. Topics to be covered include: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow or *Space and Time in Special Relativity* by Mermin.

**PHYS 217 Physics II: Electricity and Magnetism**

Fall or spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: approval of student's adviser and permission from the

instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of Physics 116 or is currently enrolled in Physics 216.

Lecs, M W F 10:10, one rec each week; one 3-hr. lab alternate weeks. Evening exams may be scheduled. Fall,

B. Gittelman; spring, K. Berkelman.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

### PHYS 218 Physics III: Waves and Thermodynamics

Fall or spring. 4 credits. Enrollment may be limited. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217.

Lecs, M W F 11:15, one rec each week; one 3-hr. lab alternate weeks. Fall, J. Brock; spring, E. Bodenschatz.

Topics covered in recent years have included oscillators, mechanical waves, waves at interfaces, standing waves, electromagnetic waves, guided waves, scattering, interference and diffraction, geometric optics, the doppler effect, and an introduction to matter waves. Evening exams may be scheduled. A more rigorous version of Physics 214.

### PHYS 310 Intermediate Experimental Physics

Spring. 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213.

Labs, T W 1:25-4:25. E. Cassel.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

### PHYS 314 Intermediate Mechanics

Spring. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); Applied and Engineering Physics 322 or coregistration in Mathematics 421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 318 covers similar material at a more analytical level.

Lecs: M W F 10:10-11:00; F 1:25-2:15. Staff.

Includes Newtonian mechanics, Lagrange and Hamilton formulations, central forces, rigid body motion, and small oscillations. At the level of *Classical Dynamics* by Marion and Thornton.

### PHYS 316-317 Modern Physics I and II

3 credits each term. Physics 316 is offered every term, Physics 317 only in fall term. The two courses comprise a two-term sequence and it is assumed that a student registering in Physics 316 will continue with Physics 317. Prerequisites: Physics 316: Physics 214 or 218, and coregistration in at least Mathematics 294 or equivalent; Physics 317: Physics 316.

Lecs M W F 9:05-9:55, rec; T 2:30-3:20. 316: fall, staff; spring, J. Alexander. 317: fall, N. W. Ashcroft.

Introduction to the physics of microscopic phenomena, emphasizing the use of elementary quantum and statistical mechanics. At the level of *Physics of Atoms, Molecules, Solids, Nuclei, and Particles* by Eisberg and Resnick. Physics 316: Breakdown of classical concepts in microphysics; light quanta and matter

waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, the periodic table. Physics 317: Classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; elementary particle physics.

### PHYS 318 Analytical Mechanics

Spring. 4 credits. Prerequisites: Physics 116 or permission of instructor; Applied and Engineering Physics 321 or coregistration in Mathematics 421. Intended for physics majors concentrating in physics or astronomy. Physics 314 covers similar material at a less demanding level.

Lecs, M F 10:10-11:00, sec, F 2:30; sem, W or R, 1:25-3:20. L. N. Hand.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Classical Dynamics* (3rd edition) by Marion and Thornton. Supplementary reading will be assigned.

### PHYS 323 Intermediate Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); coregistration in Applied and Engineering Physics 321 or Math 421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 327 covers similar material at a more analytical level.

Lecs, M W F 11:15-12:05, F 1:25-2:15. T. Laredo.

Includes electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, and electromagnetic waves, and an introduction to special relativity. At the level of *Introduction to Electrodynamics*, by Griffiths.

### PHYS 327 Advanced Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 217/218 or permission of instructor; coregistration in Applied and Engineering Physics 321 or Mathematics 421. Intended for physics majors concentrating in physics or astronomy. Physics 323 covers similar material at a less demanding level. N.B.: Physics 327 assumes knowledge of the material at the level of Physics 217.

Lecs, M W F 11:15, F 2:30. P. Lepage. Electro/magneto-statics-vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations, energy-momentum of radiation; electrodynamics in media; special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Introduction to Electro-dynamics*, by Griffiths.

### PHYS 330 Modern Experimental Optics

Fall. 4 credits. Enrollment limited. Prerequisite: Physics 214 or equivalent.

Lec, M 2:30; lab, T R 1:25-4:15. E. Bodenschatz.

A practical laboratory course in basic and modern optics. Students spend two-thirds of the course experimenting with the physics of basic optical phenomena: interference, diffraction, coherence, polarization, and image formation. The last part of the course involves a choice among experiments on lasers and applications of lasers, light pulses and optical communication, and holography.

The course also serves as an introduction to the use of optical equipment and techniques that are employed in current research in the fields of biology, chemistry, physics, and astronomy.

### PHYS 341 Thermodynamics and Statistical Physics

Fall. 4 credits. Prerequisites: Physics 214 and Mathematics 294.

Lecs, M W F 10:10-11:00, R 2:30. V. Ambegaokar.

Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Thermal Physics*, by Morse.

### PHYS 360 Electronic Circuits (also Applied and Engineering Physics 363)

Fall or spring. 4 credits. Prerequisite: Physics 208 or 213 or permission of instructor. No previous experience with electronic circuits is assumed; however, the course moves through the introductory topics (DC and AC circuits, basic circuit elements) rather quickly. Students wishing a more complete background might consider taking Electrical Engineering 210 before Physics 360. Fall term is usually less crowded.

Lec, M 2:30-4:25; labs, T R or W F 1:25-4:25 (also M W 7:30-10:30 pm in spring).

Fall, E. Kirkland; spring, J. Alexander.

An experimental survey of some devices and circuits in two general areas: analog and digital electronics. The analog circuits covered include operational amplifiers, filters, diodes, bipolar and field effect transistors. The digital circuits covered include combinatorial (gates) and sequential (flip flops and counters) logic. Simple microcomputer interfacing and programming is then used to investigate digital to analog and analog to digital (DAC, ADC) conversion.

### PHYS 400 Informal Advanced Laboratory

Fall or spring; (also offered during summer). Variable to 3 credits. Prerequisites: two years of physics and permission of instructor.

Lab, T W 1:25-4:25, see Physics 410.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

### PHYS 410 Advanced Experimental Physics

Fall or spring. Summer with permission of instructor. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 327, or permission of instructor.

Lec, M 2:30-4:25; labs, T W 1:25-4:25.

Fall, W. Ho, and staff; spring, D. L. Hartill and staff.

Selected topics in experimental concepts and techniques. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. The student performs three to six

diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

#### **PHYS 443 Introductory Quantum Mechanics**

Spring. 4 credits. Prerequisites: Physics 318 and 327, or 314 and 323; Physics 316 and Applied and Engineering Physics 321 or Mathematics 421; or permission of instructor.

Lecs, M W F 9:05–9:55, F 2:30. Evening exams may be scheduled. T.-M. Yan. Introduction to concepts and techniques of quantum mechanics, at the level of *Introduction to Quantum Mechanics*, by Dicke and Wittke.

#### **PHYS 444 Nuclear and High-Energy Particle Physics**

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor.

Lecs, M W F 9:05–9:55, F 1:25. Staff. Behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf.

#### **PHYS 454 Introductory Solid-State Physics**

Fall. 4 credits. Prerequisite: Physics 443, A&EP 361, Chemistry 793, or permission of instructor. (May also be offered in spring. Spring times and format will be announced if offered.)

Lecs, M W 10:10–11:00, computer lab T, W, or R 1:25–3:30, disc F 1:25–2:15 or 2:30–3:20. R. Silsbee.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

#### **[PHYS 455 Geometrical Concepts in Physics]**

Spring. 3 credits. Prerequisite: Physics 327 and at least coregistration in Physics 318 or permission of instructor. Offered alternate years. Not offered 1994–95.

Lec. T R 10:10–11:25. B. Greene. Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics—electrodynamics, thermodynamics, mechanics, special and general relativity. This course will introduce basic concepts from topology and differential geometry, emphasize calculational methods and illustrate their utility by drawing examples from these areas of physics. In particular, we shall cover manifolds, differential forms, vector bundles, homotopy, homology and lie groups. At the level of *Geometrical Methods of Mathematical Physics* by Bernard Schutz.]

#### **PHYS 480 Computational Physics**

Spring. 3 credits, S-U only. Prerequisites: Applied and Engineering Physics 321–322 or Math 421–423 or equivalent, and the ability to write programs in any computer language. No previous knowledge of numerical analysis is assumed.

Lec T R 10:10–11:25. S. Teukolsky. Course content is essentially identical to Physics 680, but a different grading system will be used for undergraduates.

#### **PHYS 481–489 Special Topics Seminar**

Offerings are announced each term. 2 and 3 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only.

Hours to be arranged. One selected topic of current interest is studied. Students participate in organization and presentation of material.

#### **PHYS 490 Independent Study in Physics**

Fall or spring. Variable to 4 credits. Ordinarily limited to seniors. Prerequisite: Permission required of professor who will direct proposed work. A copy of request for independent study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

#### **PHYS 500 Informal Graduate Laboratory**

Fall, spring; (also offered during summer.) Variable to 2 credits. By permission of instructor.

#### **PHYS 510 Advanced Experimental Physics**

Fall, spring, or summer. 3 credits.

Labs, T W 1:25–4:25. Fall, W. Ho and staff; spring, D. L. Hartill and staff.

About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. An optional lecture associated with Physics 410, M 2:30–4:25 is available. It includes lectures on techniques used in experiments in the advanced laboratory and on current research topics.

#### **PHYS 520 Projects in Experimental Physics**

Fall, spring, or summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510. Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

#### **[PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Astronomy 511, High-Energy Astrophysics)]**

Spring. 4 credits. Not offered 1994–95.

Lecs, T R 1:25–2:40. S. L. Shapiro. The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.]

#### **PHYS 551 Classical Mechanics**

Spring. 3 credits. Prerequisite: an undergraduate course in classical mechanics at the level of books by K. Symon or J. B. Marion.

Lecs, T R 10:10, R 2:30. R. Talman. Lagrangian and Hamiltonian formulation of classical mechanics, with modern applications in nonlinear dynamics. Foundations will be taught at the level of *Mathematical Methods in Classical Mechanics*, by Arnold.

#### **PHYS 553–554 General Relativity (also Astronomy 509–510)**

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of *Classical Mechanics*, by Goldstein.

Lecs, T R 1:25–2:40. S. L. Shapiro. Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.

#### **PHYS 561 Classical Electrodynamics**

Fall. 3 credits.

Lecs, T R 8:30–9:55; sec. R 3:35–4:25. S. Teukolsky.

Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

#### **PHYS 562 Statistical Physics**

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif).

Lecs, M W F 9:05–9:55. N. W. Ashcroft. Macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase equilibria. Microscopic concepts including 1-, 2-, and N- particle quantum states; the micro-canonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac and Boltzmann statistics; the density-matrix. The microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena; dense Fermi- and Bose- systems; linear response of quantal and classical systems; transport properties and the Boltzmann equation. At the level of *Statistical Mechanics* by Pathria or *Statistical Mechanics* by Huang, 2d edition.

#### **PHYS 572 Quantum Mechanics I**

Fall. 4 credits.

Lecs, fall, M W F 9:05–9:55. K. Gottfried. The formulation of quantum mechanics in terms of states and operators. Symmetries and the theory of angular momentum; stationary and time-dependent perturbation theory; Fermi's Golden Rule; variational methods, and the elements of scattering theory. At a level of *Modern Quantum Mechanics* by Sakurai,

*Quantum Mechanics*, by Merzbacher, and *Quantum Mechanics*, by Landau and Lifshitz. Familiarity with elementary aspects of the Schrodinger equation, including its application to simple systems such as the hydrogen atom, is assumed.

**PHYS 574 Quantum Mechanics II**

Spring. 4 credits. Prerequisite: Physics 572. Required of all Ph.D. majors in physics.

Lecs, M W F 11:15-12:05. Staff.  
Discussion of various aspects of quantum mechanics, such as path integral formulation, collision theory, theory of spectra of atoms and molecules, theory of solids, second quantization, emission of radiation, relativistic quantum mechanics. At the level of *Lectures on Quantum Mechanics*, by Gordon Baym.

**PHYS 635 Solid-State Physics I**

Fall. 3 credits. Prerequisites: A good undergraduate solid-state physics course, such as Physics 454.

Lecs, T R 11:40-12:55. A. Sievers.  
A survey of the basics of the physics of solids. Metals, crystal structures, electron and phonon states, semiconductors, some advanced topics. At the level of *Solid State Physics*, by N. W. Ashcroft and N. D. Mermin.

**PHYS 636 Solid-State Physics II**

Spring. 3 credits. Prerequisite: Physics 635.

Lecs, T R 11:40-12:55. J. Sethna.  
A continuation of Physics 635; magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin, such as topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization and other metal-insulator transitions.

**PHYS 645 High-Energy Particle Physics**

Fall. 3 credits.

Lecs, M W F 10:10-11:00. D. G. Cassel.  
Introduction to the physics of baryons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. At the level of *Introduction to High Energy Physics*, by Perkins.

**PHYS 646 High-Energy Particle Physics**

Spring. 3 credits.

Lecs, T R 2:55-4:10. Staff.  
Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions, are surveyed. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins.

**Note:** Only S-U grades will be given in courses numbered 650 or above.

**PHYS 651 Relativistic Quantum Field Theory I**

Fall. 3 credits. S-U grades only.

Lecs, M W F 11:15-12:05. T. Kinoshita.  
Topics to be covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

**PHYS 652 Relativistic Quantum Field Theory II**

Spring. 3 credits. S-U grades only.

Lecs, T R 10:10-11:25. A. LeClair.  
This course is a continuation of Physics 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, dispersion relations, and spontaneous symmetry breaking. Applications to the electroweak theory and quantum chromodynamics are emphasized.

**PHYS 653 Statistical Physics**

Fall. 3 credits. Normally taken by graduate students in their second or later years.

Prerequisites: Competence in the basic principles of quantum mechanics, statistical physics at the level of Physics 562, and thermodynamics. S-U grades only.

Lecs, T R 2:55-4:10. J. Sethna.  
Survey of topics in modern statistical physics: Dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; pattern formation in nonlinear systems, percolation theory.

**PHYS 654 Theory of Many-Particle Systems**

Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. S-U grades only.

Lecs, W F 2:30-4. V. Ambegaokar.  
Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

**[PHYS 661 Advanced Topics in High Energy Particle Theory]**

Fall. 3 credits. Prerequisites: Physics 652. S-U grades only. Not offered 1994-95.

Lecs, T R 10:10-11:25. Staff.  
This course will present advanced topics of current research interest. Subject matter will vary from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, current algebra, heavy quark physics, heavy quark symmetry and phenomenological issues beyond the standard model.]

**PHYS 665 Topics in Theoretical Astrophysics (also Astronomy 699)**

Fall. 2 credits. S-U grades only.

Lecs, M 2:30-4. E. E. Salpeter.  
An informal seminar meeting Mondays (and occasionally Wednesdays) for advanced graduate students in astronomy or physics. Topic this year: Radiative Transfer and Stellar Atmospheres.

**PHYS 670 Instrumentation Seminar**

Spring. 2 credits. S-U grades only.

Lecs, T R 12:20-2:15. Staff.  
Conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.

**PHYS 680 Computational Physics (also Astronomy 690)**

Spring. 3 credits. S-U grades only. Prerequisites: The course assumes a good background in the standard "mathematical methods for physics," and the ability to write programs in any computer language. No previous knowledge of numerical analysis is assumed.

Lecs, T R 10:10-11:25. S. Teukolsky.  
A course designed to familiarize students with numerical techniques for solving diverse problems in physics and related fields. The problems will be drawn from many different branches of physics, but the emphasis will be on common techniques of solution. Numerical techniques discussed in the course will include ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, solving nonlinear equations, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to," rather than theoretical. No theorems will be proved. Students will be expected to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes: The Art of Scientific Computing*, by Press, Teukolsky, Flannery, and Vetterling.

**PHYS 681-689 Special Topics**

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, plasma physics, cosmic rays, general relativity, low-temperature physics, X-ray spectroscopy or diffraction, magnetic resonance, phase transitions, and the renormalization group.

**PHYS 690 Independent Study in Physics**

Fall or spring. Variable to 4 credits. Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professional member of the staff.

**PORTUGUESE**

See Modern Languages and Linguistics.

**PSYCHOLOGY**

D. J. Bem, S. L. Bem, E. M. Blass, U. Bronfenbrenner, J. E. Cutting, R. B. Darlington, T. J. DeVoogd, D. A. Dunning, H. M. Feinstein, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, D. F. Gudermuth, B. P. Halpern, A. M. Isen, R. E. Johnston, F. C. Keil, K. L. Keil, B. Khurana, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, H. S. Porte, D. T. Regan, E. A. Regan, T. A. Ryan, J. A. Sereno, E. S. Spelke, B. J. Strupp

The major areas of psychology represented in the department are human experimental psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Human experimental psychology includes such



courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses and fieldwork in psychopathology as well as courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender). In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

## The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall).

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Human experimental psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Human experimental psychology:** Psychology 205, 209, 214, 215, 305, 309, 311, 316, 342, 412, 414, 415, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** Psychology 123, 276, 307, 322, 324, 326, 332, 361, 375, 396, 422, 424, 425, 429, 431, 492.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 265, 275, 277, 280, 325, 327, 328, 380, 402, 404, 450, 467, 468, 481, 489, 491.
- 4) **Other courses:** Psychology 101, 199, 347, 350, 389, 410, 440, 441, 470, 471, 472, 473, 475, 476, 478, 479, 490. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

**Fieldwork, independent study, and teaching.** The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.

- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

**Statistics requirement.** Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Sociology 301, and the sequences Education 352 and 353, and Industrial and Labor Relations 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

**Concentration in biopsychology.** Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

**Concentration in personality and social psychology.** This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may

elect advanced and graduate seminars, with the permission of the instructor.

**Undergraduate honors program.** The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in Psychology 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Field) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Field and should be made directly by the student.

## Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology 123, 276, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 429, 470, 471, 472, 473, 475, 476, 479, 491, 492.

## Courses

### PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

Fall. 3 credits. Students may not receive credit for both Psychology 101 and Education 110. Students who would like to take a discussion seminar should also enroll in Psychology 103.

M W F 10:10. J. B. Maas. Prelims: 7:30 p.m., Sept. 27, Nov. 1.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

**PSYCH 103 Introductory Psychology Seminars**

Fall. 1 credit. Limited to 400 students. Prerequisite: concurrent enrollment in Psychology 101.

Hours to be arranged; 32 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

**PSYCH 111 Freshman Writing Seminar: Perspectives in Psychology**

Fall and spring. 3 credits. Limited to 17 students.

M W F 11:15. J. Beale.

Psychological theories do not develop in a vacuum. The lives of 'great people' in any field are just as chaotic and unpredictable as are our own individual lives. By looking at specific figures in the history of psychology, their backgrounds and cultural settings, we will attempt to develop a deeper understanding of the dynamic social contexts in which our views are formed. In readings and discussion this seminar will focus on social figures and events that have shaped our conceptions of our world(s) and lives. Beginning with early theoretical perspectives (e.g., Freud; Jung), we will work our way into more contemporary perspectives, such as sexuality, prejudice, sub-culture, drug use, etc.

**PSYCH 113 Freshman Writing Seminar: Reproductive Decision Making in the 90s**

Spring. 3 credits. Limited to 17 students.

T R 11:40-12:55. R. O'Brien McElwee.

The art and science of human reproduction is more complex in the 1990s than ever before. Modern technology and changing family and social systems afford nontraditional options for the bearing and rearing of children, and Americans are struggling with practical as well as ethical repercussions. In this seminar we will explore baby-making at the turn of the millennium. Some specific topics will be historical changes in the composition of the family, the decision-making processes involved in becoming a parent, the effects of parenthood on marriage, nontraditional families, and ethical issues in modern technology. We will gain understanding of these topics through class discussions, essays, and research papers.

**PSYCH 115 Freshman Writing Seminar: What Do Animals Tell us about Ourselves?**

Fall. 3 credits. Limited to 17 students.

T R 1:25-2:40. D. Gudermuth.

The course will involve reading (and occasionally viewing films) about various aspects of research conducted with nonhuman animals that seem to relate rather directly to human behavior. We will discuss this relationship in class—is it valid? in what way?—and students will choose specific positions and write essays that clearly outline their arguments and opinions on the covered topics. Examples of planned topics include comparing learned helplessness in animals to human depression, ape language learning and tool use to that of humans, and various social interactions such as parenting, competition, and altruism.

**PSYCH 123 Introduction to Biopsychology**

Fall. 3 credits. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. Students who would like to take a discussion/demonstration seminar should also enroll in Psych 125; a one hour per week one-credit section.

M W F 10:10. E. A. Regan.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure, function, and development of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the ecology and evolution of social organization and social development.

**PSYCH 125 Introductory to Biopsychology Seminars**

Fall. 1 credit. 2 sections with a maximum of 16 students in each. Prerequisite: concurrent enrollment in Psychology 123.

Hours to be arranged. D. F. Gudermuth.

A weekly seminar that may be taken in addition to Psychology 123 to allow and encourage "hands-on" involvement with some of the course material, including interactive computer programs and use of models to get a clearer picture of basic neuroanatomy, visits to the laboratories of biopsychology faculty, films, reading, writing, and discussion of course material. Involves several small assignments equivalent to a 10-page paper.

**PSYCH 128 Introduction to Psychology: Personality and Social Behavior**

Summer only. 3 credits.

M-F 11:30-12:45 plus another time to be arranged. Staff.

Personality: the behavioral similarities and differences among people and how they develop; Freudian, learning, and humanistic theories of personality; research in personality; and personality assessment through testing. Social behavior: how people behave in interactions with others; attitudes, persuasion, attraction, aggression, and conformity. How personality and social behavior influence each other and cause many interesting social and psychological phenomena.

**[PSYCH 199 Sports Psychology]**

Summer only. 3 credits. Not offered summer 1994.

M-F 11:30-12:45. Staff.

Research and theory in sports psychology. Combines clinical psychology, social psychology, exercise physiology, and biochemistry. Aggression, stress, drug abuse, injury and injury rehabilitation, youth sports, and the importance of winning. Fieldwork experiences in exercise physiology and exercise testing, biofeedback, and current intervention strategies.]

**Introductory courses in cognitive psychology.** Each of the following four courses (205, 209, 214, 215) provides an introduction to a major area of study within cognitive psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

**PSYCH 205 Perception**

Spring. 3 credits. Open to first-year students. Graduate students, see Psychology 605.

T R 2:55-4:10. J. E. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

**PSYCH 209 Developmental Psychology**

Spring. 4 credits. Graduate students, see Psychology 709.

T R 11:40-12:55; sec to be arranged.

F. C. Keil.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, emotion, personality, social understanding, language, and moral reasoning.

**[PSYCH 214 Issues in Cognitive Psychology]**

Fall. 3 credits. Sophomore standing required. Limited to 125 students. Graduate students, see Psychology 614. Not offered 1994-95.

M W F 1:25. Staff.

Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.]

**PSYCH 215 Psycholinguistics**

Fall. 3 or 4 credits (4-credit option involves term paper). Graduate students, see Psychology 715.

M W F 11:15. J. A. Sereno.

One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers basic linguistic theory and contemporary research into language comprehension, production, and acquisition.

**[PSYCH 265 Psychology and Law]**

Fall. 3 credits. Prerequisite: an introductory psychology course. Not offered 1994-95.

M W F 1:25. D. A. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).]

**PSYCH 275 Introduction to Personality Psychology**

Fall. 3 credits. Prerequisite: an introductory psychology course.

T R 10:10-11:25. D. J. Bem.

An introduction to research and theory in personality psychology, emphasizing

contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development and change. Biological and sociocultural influences on personality are also considered.

**[PSYCH 276 Motivation (also Nutritional Science 276)]**

Spring. 3 credits. Graduate students, see Psychology 676/Nutritional Science 676. Not offered 1994-95.

T R 10:10-11:25. E. M. Blass.

The course surveys traditional and contemporary approaches to motivational behavior from Aristotle to Freud to Skinner to Lorenz. It also draws upon field studies, laboratory analyses, clinical cases and developmental stages to establish a scientific basis for motivation analysis. Normal and pathological feedings will serve as a target behavior.]

**PSYCH 277 Social Construction of Gender (also Women's Studies 277)**

Spring. 3 credits. Limited to 400 students.

T R 2:55-4:10. S. L. Bem.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, the male-centeredness of the workworld, female sexuality, sexual harassment, and homophobia.

**PSYCH 280 Introduction to Social Psychology**

Spring. 3 credits. Prerequisite: an introductory psychology course.

T R 10:10-11:25. D. T. Regan.

An introduction to research and theory in social psychology. Topics include processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current events will also be discussed.

**PSYCH 305 Visual Perception**

Fall. 4 credits. Limited to 20 students. Prerequisite: Psychology 205 or permission of instructor.

M W F 10:10. J. E. Cutting.

A detailed examination of theories and processes in visual perception. Topics will include the perception of color, form, and motion; perceptual constancies; adaptation; pattern perception; and photography, television, and film.

**[PSYCH 307 Chemosensory Perception**

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Registration for the 4-credit option requires permission of the instructor; students will read, analyze, and discuss difficult original literature in the areas covered. Graduate students, see Psychology 607. Not offered 1994-95.

T R 9:05. B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. After a very brief (about two weeks) lecture survey of the anatomy and

physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

**[PSYCH 309 Development of Perception and Representation]**

Fall. 3 credits. Prerequisite: Psychology 205, 209, 214, or 305, or permission of instructor. Graduate students, see Psychology 609. Not offered 1994-95.

T R 2:55-4:10. E. S. Spelke.

An introduction to theories and research on the origins and development of knowledge of the immediately surrounding world. The course focuses on knowledge of the world as an arrangement in space and time, knowledge of the world as a space that can be encountered through multiple sensory modes, knowledge of the world as a place that can be acted upon, and organization of the world into meaningful objects and events.]

**PSYCH 311 Introduction to Human Learning and Memory**

Fall. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see Psychology 611.

T R 12:20-1:10. E. S. Spelke.

This course offers an overview of experimental findings and theoretical issues in the study of human learning and memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of learning and memory, memory dysfunction and its relation to normal memory.

**PSYCH 316 Auditory Perception**

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see Psychology 716.

T R 10:10-11:25. C. L. Krumhansl.

Basic approaches to the perception of auditory information, with special consideration of complex patterns such as speech, music, and environmental sounds.

**PSYCH 322 Hormones and Behavior (also BIONB 322)**

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week in which students will be expected to read original papers in the field and participate in discussion. Limited to juniors and seniors; open to sophomores only by permission. Prerequisites: BIONB 221 or 222 or one year of introductory biology plus a course in psychology. S-U grades optional. Graduate students, see Psychology 722.

M W F 11:15. D. F. Gudermuth.

Following a review of the neural and endocrine systems, this course connects endocrine physiology to specific behaviors observed in various species, including humans. Although the relationship between sexual physiology and behavior is strongly emphasized, the lectures also describe hormonal contributions to parental behavior, aggression, stress, learning and memory, homeostasis and biological rhythms. Topics for the discussion sections are chosen by the students within the context of hormonal influences on behavior.

**PSYCH 324 Biopsychology Laboratory (also BIONB 324)**

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: Psychology 123 or BIONB 221 or 222, and permission of instructor.

T R 1:25-4:25. T. J. DeVoogd.

Experiments designed to provide research experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

**PSYCH 325 Psychopathology**

Fall. 4 credits. Prerequisite: 2 courses in psychology.

M W F 11:15; sec to be arranged.

K. L. Keil.

This course examines the nature and symptoms of the major forms of psychopathology. Etiological factors are studied from a variety of different perspectives, e.g., psychological, biological and socio-cultural. Treatment approaches to psychopathology are covered in weekly discussion sections.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits. Prerequisite: Psychology 123, or an introductory biology course, or an introductory anthropology course. Graduate students, see Psychology 626.

T R 2:55-4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered will vary but will include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, warfare.

**PSYCH 327 Fieldwork in Psychopathology and the Helping Relationship**

Fall, spring. 4 credits. Prerequisites: Psychology 225 or 325, HDFS 370 or concurrent registration in 325 or HDFS 370 and permission of instructor. S-U grades only. Students do not enroll in advance for this course. Field placement assignments are made during the first two weeks of the semester. Students who have already taken Psychology 225, 325 or HDFS 370 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25 each semester.

T R 12:20-1:10. K. L. Keil.

This is a year-long lecture and discussion course. The year-long commitment is mandatory. Psychology 328 will be for students taking the course a second time. An "R" grade will be assigned in the fall semester,

and a S-U grade will only be assigned in the spring semester. An introductory fieldwork course for students currently enrolled in or who have taken Psychology 225, 325 or HDFS 370. Fieldwork placements include the school system, psychiatric institutions, halfway houses, and other mental health oriented facilities. In addition to fieldwork, weekly supervisory/seminar meetings are held to discuss fieldwork issues and assigned readings.

**PSYCH 328 Continuing Fieldwork in Psychopathology and the Helping Relationship**

Fall, spring. 4 credits. Prerequisites: Psychology 225, 325, 327, or HDFS 370 and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Fee, \$25 each semester.

T R 12:20-1:10. K. L. Keil and staff. Designed to allow students who have done fieldwork as part of Psychology 327 to continue their field placements or begin new field placements under supervision for academic credit. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester.

**PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328)**

Spring. 3 credits. Prerequisites: one year of biology and either a biopsychology class or BIONB 222. Graduate students, see Psychology 632.

M W F 11:15. T. J. DeVoogd. This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

**PSYCH 342 Human Perception: Applications to Computer Graphics, Art and Visual Display**

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. Graduate students, see Psychology 642.

T R 11:40-12:55. D. J. Field. Our present technology allows us to transmit and display information over a variety of media. To make the most of these media, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "Three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

**PSYCH 347 Psychology of Visual Communications**

Spring. 4 credits. Limited to 12 students. Prerequisites: Psychology 101 and permission of instructor.

R 10:10-12:05; lab to be arranged. J. B. Maas. An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photogra-

phy and computer graphics to deliver educational messages.

**PSYCH 350 Statistics and Research Design**

Fall. 4 credits. Prerequisite: a course in the behavioral sciences.

M W F 2:30. T. D. Gilovich. Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

**[PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)]**

Fall. 3 credits. Prerequisites: an introductory neurobiology and behavior course, and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. Not offered 1994-95.

M W F 10:10. B. J. Strupp. A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences will be integrated. Topics include: (1) psychiatric disorders (e.g., depression, schizophrenia, eating disorders); (2) the psychobiology of learning, memory, and intelligence; (3) nutritional influences on behavior (sugar, food additives, malnutrition, dieting); (4) cognitive dysfunction (e.g., amnesia, Alzheimer's disease); (5) psychoactive drugs (e.g., hallucinogens, stimulants), and (6) developmental exposure to environmental toxins and drugs of abuse.]

**PSYCH 375 Developmental Psychobiology: Motivational Processes (also Nutritional Sciences 375)**

Spring. 3 credits. Prerequisite: Psychology 276 or Nutritional Sciences 276. Graduate students, see Psychology 675/Nutritional Sciences 675.

T R 10:10-11:25. E. M. Blass. This course focuses on maturational and experiential influences on motivational processes in animals and humans. Emphasis is placed on the mechanisms underlying mother-infant interactions, and the development of feeding, drinking, and reproduction behaviors.

**PSYCH 380 Community Mental Health (also Human Development and Family Studies 380)**

Summer only. 3 or 4 credits (4-credit option involves term paper).

M-F 9:30-12. Staff. Basic concepts in the field of community mental health. Social models of mental illness, epidemiology, the role of culture and social class in mental illness, public attitudes, and civil liberties.

**[PSYCH 389 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, English 347, German Studies 347)]**

Spring. 3 credits. Not offered 1994-95.

M 12:20-2:15. S. L. Gilman. This course will trace the development of psychoanalytic theory and practice through a close reading of selected works of Sigmund Freud (beginning with the *Studies in Hysteria* and concluding with *Moses and Monotheism*). This course will provide a general introduction to the basic concepts of Freudian

psychoanalytic theory. Close attention will be paid to the cultural, scientific, as well as polemical literature on the ideas of race and gender in the late nineteenth century as one of the contexts in which psychoanalysis evolved. All of the primary readings are available in English.]

**[PSYCH 391 Clinical Discussion Section]**

Spring. 1 credit. Prerequisite: must be concurrently enrolled in Psychology 389. Not offered 1994-95.

T 12:20-2:15. S. L. Gilman and visiting faculty from the Department of Psychiatry, CUMC.

This optional discussion session will examine the clinical context and significance of psychoanalysis in the light of contemporary clinical practice. Depending on the faculty members collaborating on this section, the topics covered may include dream theory and analysis, transference and counter transference, gender-orientation, masochism. Students enrolled in this section must simultaneously be enrolled in the lecture course.]

**[PSYCH 396 Introduction to Sensory Systems (also BIONB 396)]**

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor. Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. No auditors. Offered alternate years. Graduate students, see Psychology 696. Not offered 1994-95.

M W F 10:10. B. P. Halpern. The course will be taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with both those characteristics of sensory systems that are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. Classroom discussion can increase, but not decrease, a student's final grade. There are two preliminary exams and a final exam. The principles and limitations of major methods used to examine sensory systems will be considered. General principles of sensory systems, and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization of objects in space by sound, color vision, thermoreception) will be selected for special attention. Two or more textbooks and a course packet of reproduced articles will be used. At the level of *An Introduction to the Physiology of Hearing*, 2nd edition by J. O. Pickles; *Hearing: Physiological Acoustics, Neural Coding, and Psychoacoustics*, by W. L. Gulick, G. A. Gescheider, and R. D. Frisina; *The Retina: An Approachable Part of the Brain*, by J. E. Dowling; *Handbook of Physiology—The Nervous System. III. Sensory Processes*, edited by J. M. Brookhard and V. B. Mountcastle.]

**[PSYCH 402 Current Research on Psychopathology: Depression]**

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 225 or 325 or HDFS 270. Not offered 1994-95.

W 1:25-4:25. K. L. Keil. Current research and theory on the nature and etiology of depression. Approaches from



various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention to psychotherapy and symptomatology.]

**PSYCH 404 Psychopathology and the Family**

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 225 or 325 or HDFS 270.

M 1:25–4:25. K. L. Keil.

This course will explore familial influences on the development of abnormal behavior. It will examine how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.

**PSYCH 410 Undergraduate Seminar in Psychology**

Fall or spring. 2 credits. Written permission of section instructor required for registration. Nonmajors may be admitted, but psychology majors are given priority.

Hours to be arranged. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

**[PSYCH 412 Laboratory in Cognition and Perception]**

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception is recommended. Graduate students, see Psychology 612. Not offered 1994–95.

T R 1:25–2:40. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students will take part in a number of classic experiments and develop at least one independent project. Computers will be available and used in many of the experiments although computer literacy is not required. Projects will be selected from the areas of visual perception, pattern recognition, memory, and concept learning.]

**PSYCH 414 Comparative Cognition**

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or permission of instructor. Graduate students, see Psychology 714.

T R 2:55–4:10. E. S. Spelke.

Studies of animal behavior, human development, and human pathology may shed light on the nature of knowledge and reasoning. This seminar will focus on knowledge and reasoning about space, time, number, physical objects, and persons. Questions will include: (1) How do such comparative studies of cognitive abilities vary across species: Are there ways of reasoning that are distinctly human? (2) Do humans and/or other animals reason in the same way about entities in different domains (e.g., numbers, physical objects, and persons)? (3) How do knowledge and reasoning change throughout

human development: Is knowledge enriched, or more radically restructured, as children grow and gain experience?

**[PSYCH 415 Concepts, Categories, and Word Meanings]**

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 615. Not offered 1994–95.

T 1:25–4:25. F. C. Keil.

A consideration of what types of categories are psychologically important, of how they are represented and used through concepts, and of how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.]

**PSYCH 417 The Origins of Thought and Knowledge**

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 717.

M 1:25–4:25. F. C. Keil.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?

**PSYCH 418 Psychology of Music**

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. Prerequisites: junior or senior standing with major in psychology or music and some background in both, or permission of instructor. Graduate students, see Psychology 618.

T R 10:10–11:25. C. L. Krumhansl.

Detailed analysis of topics in the psychology of music, including theories of consonance, perception of tonal-harmonic structure, memory for music, and effects of musical training. Emphasis given to experimental methodologies.

**PSYCH 419 Neural Networks Laboratory**

Spring. 4 credits. Prerequisites: at least one course in biology or biological psychology, one year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see Psychology 619.

T R 2:55–4:10. D. J. Field.

The course will take a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures will be

discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation will be emphasized. We will consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students will complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.

**PSYCH 422 Developmental Biopsychology**

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 622.

M W F 9:05. B. L. Finlay.

We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, find targets, and establish connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.

**PSYCH 424 Neuroethology (also BIONB 424)**

Spring. 3 credits. Prerequisites: BIONB 221 and 222. S–U grades optional for graduate students only.

M W F 9:05. C. D. Hopkins.

From the 1950s to the 1970s, ethologists attempted to understand the mechanisms of animal behavior through the use of comparative methods, evolutionary analysis, careful observations of animals in their native habitats, and clever experimentation. Now, with the explosion of knowledge and techniques in the neurosciences, many of the ethologist's mechanisms are being explained in terms of neural systems. This course will review the current status of research in neuroethology, including: mechanisms of acoustic communication in insects and in vertebrates; echolocation in bats and sound localization in owls; electroreception and electrolocation; chemical communication; and visual processing. In addition, it will review studies of the neural systems involved in decision making, in initiating action, and in coordinating fixed acts. Assigned readings will include original articles from the scientific literature. A term paper/poster on neuroethology will be required.

**[PSYCH 425 Brain and Behavior]**

Fall. 3 or 4 credits (4-credit option includes a discussion section and requires an additional paper). Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 625. Not offered 1994–95.

M W F 9:05. B. L. Finlay.

We will study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition will be stressed. The course will focus on issues in cognitive neuroscience: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, and social interaction.]

**[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429)]**

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see Psychology 629. Not offered 1994-95.

T R 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms. A textbook and a course packet of reproduced articles will be used. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

**[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 431)]**

Fall. 3 or 4 credits; the optional (or fourth) credit involves a term paper. Prerequisites: an introductory course in biology or psychology, plus a second course in perception or neurobiology or cognition or psychology. No auditors. Limited to 25 students. Graduate students, see Psychology 631.

T R 10:10-11:25. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, chemosensory, visual, and auditory systems. Emphasis will be on human data, with non-human information included when especially relevant. Current developments in human sensory prosthetic devices, and in regeneration of receptor structures, will be examined. Brief written statements (preferably by electronic mail) of questions and problems related to each set of assigned readings will be required at least one day in advance of each class meeting. This course will be taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Students are expected to come to each class having already done, and thought about, the assigned readings.

**[PSYCH 436 Language Development (also Human Development and Family Studies 436 and Linguistics 436)]**

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Open to undergraduates and graduate students. S-U grades optional. Offered alternate years. Graduate students should also enroll under HDFS 700/Linguistics 700 (2 credits).

T R 3:10-4:25. B. Lust.

This course surveys basic issues, methods, and research in the study of first language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of

phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "universal grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

**[PSYCH 440 Sleep and Dreaming]**

Fall. 4 credits. Prerequisites: junior or senior standing and at least Psychology 123 or BIONB 221-222. A second course in biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see Psychology 640.

T R 11:40-12:55. H. S. Porte.

The first part of this course emphasizes the neurobiology of sleep. Topics include neural mechanisms of behavioral state change; the anatomy and physiology of the states and rhythms of sleep; theories of the evolution and plausible functions of sleep. Students will keep and analyze records of their own sleep patterns. The second part of the course emphasizes psychological experience in sleep. Topics include night terror and other experiences originating in non-REM sleep, and dreams originating in REM sleep. Students will examine the data of dreams—including their own—in light of what they have learned about the neurobiology of dreaming sleep. They will evaluate dream theories from Freud's to Francis Crick's, and will consider whether dreaming is meaningful or meaningless, encrypted or transparent, better remembered or better forgotten.

**[PSYCH 441 Laboratory in Sleep and Dreaming]**

Spring. 4 credits. Prerequisites: Psychology 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$35.

W 7:30-10:00 p.m. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces the laboratory study of human sleep and dreaming. Serving as both experimenter and subject, each student will learn the rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students will complete weekly laboratory reports and a collaborative term project. Sleep recordings will be done during the day or evening when possible. Occasional overnight recording sessions will follow the regular class meeting.

**[PSYCH 450 The Lenses of Gender (also Women's Studies 450, Psychology 650, and Women's Studies 650)]**

Fall. 4 credits. Permission of instructor. Limited to 12 seniors and graduate students. No preregistration; interested students should attend the first class session. Graduate students, see Psychology/Women's Studies 650.

W 2:30-4:30. S. L. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is very interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part 1 analyzes three important organizing principles or "cultural lenses" that have come to be embedded in the social institutions and the cultural discourses

of Western culture: (1) biological essentialism; (2) androcentrism; and (3) gender polarization (including the stigmatizing of homosexuality). Part 2 analyzes how the individuals living within the context of these lenses are transformed from being male or female newborns to being "masculine" and "feminine" adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part 3 considers possibilities for social and personal change.

**[PSYCH 467 Seminar: The Examined Self—A Psychohistorical View]**

Spring. 4 credits. Prerequisites: 9 credits of psychology including Psychology 225, 325 or equivalent, and permission of instructor before course enrollment. Not offered 1994-95.

T 2:30-4:25. Staff.

Based primarily on American autobiographies dating from the seventeenth century to the twentieth century, this seminar will explore the shifting interface between self and historical context. Students should be prepared to write and talk about their own lives as well as the historical figures selected for study.]

**[PSYCH 468 American Madness]**

Spring. 4 credits. Limited to 15 students. Prerequisites: Psychology 225, 325 and permission of instructor. Not offered 1994-95.

T 2:30-4:25. Staff.

The seminar will be devoted to an analysis of insanity as a psychological and historical phenomenon. Selected writings by the mentally ill and their definers will be studied.]

**[PSYCH 470 Undergraduate Research in Psychology]**

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

**[PSYCH 471 Advanced Undergraduate Research in Psychology]**

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of Psychology 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in Psychology 470.

**[PSYCH 472 Multiple Regression]**

Spring, weeks 1-7. 2 credits. Prerequisite: one solid semester of introductory statistics. Analysis of variance is helpful but not required.

M W F 10:10. R. B. Darlington.

Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity,

indicator variables, sets, adjusted and shrunken  $R^2$ , suppressors, hierarchical analysis, overcontrol, experimental design. Very little hand computation; uses MYSTAT computer program.

**PSYCH 473 General Linear Model**

Spring, weeks 8–14. 2 credits. Prerequisite: Psychology 472 or equivalent.

M W F 10:10. R. B. Darlington.  
Includes multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Emphasizes MYSTAT and SYSTAT, briefly discusses SAS PROC REG and SAS PROC GLM.

**[PSYCH 475 Multivariate Analysis of Psychological Data]**

Fall. 2 credits. Prerequisite: Psychology 473 or permission of instructor. Not offered 1994–95.

R 10:10–12:05. R. B. Darlington.  
Students vote on topics to cover, choosing among cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, corrections for unreliability in regression, nesting, power analysis, influence analysis, and other topics. First class sketches all these topics before vote.]

**[PSYCH 476 Representation of Structure in Data]**

Fall. 3 credits. Prerequisites: one year of college mathematics (finite mathematics or calculus) and a course in the social sciences. Not offered 1994–95.

W 2:30–4:30. Staff.]

**PSYCH 478 Psychometric Theory**

Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor.

M 2:30–4:25. R. B. Darlington.  
Statistical methods relevant to the use, construction, and evaluation of psychological tests.

**[PSYCH 479 Multisample Secondary Analysis]**

Fall, weeks 11–14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 1994–95.

T R 10:10–12:05. R. B. Darlington.  
Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

**PSYCH 481 Advanced Social Psychology**

Fall. 4 credits. Limited to 20 students, by application. Senior psychology majors have priority. Graduate students, see Psychology 681.

T R 10:10–11:25. D. T. Regan.  
Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, social exchange theory, dramaturgy and impression management, and biological perspectives.

**PSYCH 489 Seminar: Selected Topics in Social Psychology and Personality**

Spring. 4 credits. Prerequisites: by application. Senior psychology majors have priority. Graduate students, see Psychology 689.

Hours to be arranged. D. J. Bem.

Currently, the topic of this seminar is the psychological, sociological, and cultural analysis of beliefs, attitudes, and ideologies.

**[PSYCH 490 History and Systems of Psychology]**

Fall. 4 credits. Intended for juniors, seniors, and graduate students, majors and nonmajors. Prerequisites: at least three courses in psychology or related fields or permission of instructor. Not offered 1994–95.

W 2–4:30. Staff.]

**PSYCH 491 Research Methods in Psychology**

Spring. 4 credits. Enrollment limited to 25 students. Recommended: permission of instructor, Psychology 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see Psychology 691.

T R 10:10–11:25. D. A. Dunning.  
An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of “correct” and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course will, in addition, cover test construction, survey methods, and “quasi experiments.” Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

**PSYCH 492 Sensory Function (also BIONB 492)**

Spring. 3 credits. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or 311, or permission of the instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Graduate students, see Psychology 692.

M W F 10:10. B. P. Halpern, H. C. Howland.

This course covers classical topics in sensory function such as vision, hearing, touch and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, the development of sensory systems, and non-classical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems are discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *An Introduction to the Physiology of Hearing*, 2nd edition, by Pickles.

**Advanced Courses and Seminars**

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office. The following courses may be offered either term and carry 4 credits unless otherwise indicated.

**PSYCH 502 Professional Writing in Psychology**

**PSYCH 510–511 Perception**

**PSYCH 512–514 Visual Perception**

**PSYCH 513 Learning**

**PSYCH 515 Motivation**

**PSYCH 517 Language and Thinking**

**PSYCH 518 Psycholinguistics**

**PSYCH 519–520 Cognition**

**PSYCH 521 Psychobiology**

**PSYCH 522 Topics in Perception and Cognition**

**PSYCH 523 Hormones and Behavior**

**PSYCH 524 Sex Differences in Brain and Behavior (also BIONB 626)**

Spring. 2 credits. Limited to 12 seniors and graduate students.

Hours to be arranged. T. DeVoogd.  
A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.

**PSYCH 525 Mathematical Psychology**

**PSYCH 531 History of Psychology**

**PSYCH 535 Animal Behavior**

**PSYCH 541 Statistical Methods**

**PSYCH 543 Psychological Tests**

**PSYCH 544 Topics in Psychopathology and Personality**

**PSYCH 545 Methods in Social Psychology**

**PSYCH 547 Methods of Child Study**

**PSYCH 551 Distinguished Speakers**

**PSYCH 561 Human Development and Behavior**

**PSYCH 580 Experimental Social Psychology (also Sociology 580)**

**PSYCH 591 Educational Psychology**

**PSYCH 595 Teaching of Psychology**

**PSYCH 596 Improvement of College Teaching**

**PSYCH 600 General Research Seminar**  
Fall or spring. No credit.

**PSYCH 605 Perception (also Psychology 205)**

Spring. 4 credits.  
T R 2:55–4:10. J. E. Cutting.

**[PSYCH 607 Chemosensory Perception (also Psychology 307)]**

Fall. 4 credits. Not offered 1994–95.  
T R 9:05. B. P. Halpern.]

**[PSYCH 609 Development of Perception (also Psychology 309)]**

Fall. 4 credits. Not offered 1994–95.  
T R 2:55–4:10. E. S. Spelke.]

**PSYCH 611 Introduction to Human Learning and Memory (also Psych 311)**

Fall. 4 credits.

T R 12:20-1:10. E. S. Spelke.

**[PSYCH 612 Laboratory in Cognition and Perception (also Psychology 412)]**

Spring. 4 credits. Not offered 1994-95.

T R 1:25-2:40. D. J. Field.]

**[PSYCH 613 Obesity and the Regulation of Body Weight (also Nutritional Sciences 315)]**

Spring. 3 credits. Limited to 30 students.

Prerequisites: one course in psychology and one course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. Not offered 1994-95.

T R 1:30-3. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.]

**[PSYCH 614 Issues in Cognitive Psychology (also Psychology 214)]**

Fall. 4 credits. Not offered 1994-95.

M W F 1:25. Staff.]

**[PSYCH 615 Concepts, Categories, and Word Meaning (also Psychology 415)]**

Fall. 4 credits. Not offered 1994-95.

T 1:25-4:25. F. C. Keil.]

**PSYCH 618 Psychology of Music (also Psychology 418)**

Spring. 4 credits.

T R 10:10-11:25. C. L. Krumhansl.

**PSYCH 619 Neural Networks Laboratory (also Psychology 419)**

Spring. 4 credits.

T R 2:55-4:10. D. J. Field.

**PSYCH 622 Developmental Biopsychology (also Psychology 422)**

Fall. 4 credits.

M W F 9:05. B. L. Finlay.

**[PSYCH 625 Brain and Behavior (also Psychology 425)]**

Fall. 4 credits. Not offered 1994-95.

M W F 9:05. B. L. Finlay.]

**PSYCH 626 Evolution of Human Behavior (also Psychology 326)**

Fall. 4 credits.

T R 2:55-4:10. R. E. Johnston.

**[PSYCH 629 Olfaction and Taste: Structure and Function (also Psychology 429 and BIONB 429)]**

Fall. 4 credits. Not offered 1994-95.

T R 9:05. B. P. Halpern.]

**PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also Psychology 431 and BIONB 421)**

Fall. 4 credits.

T R 10:10-11:25. B. P. Halpern.

**PSYCH 632 Biopsychology of Learning and Memory (also Psychology 332 and BIONB 328)**

Spring. 4 credits.

M W F 11:15. T. J. DeVoogd.

**PSYCH 640 Sleep and Dreaming (also Psychology 440)**

Fall. 4 credits.

T R 11:40-12:55. H. Porte.

**PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also Psychology 342)**

Fall. 4 credits.

T R 11:40-12:55. D. J. Field.

**PSYCH 650 The Lenses of Gender (also Psychology 450 and Women's Studies 450 and Women's Studies 650)**

Fall. 4 credits.

W 2:30-4:30. S. L. Bem.

**PSYCH 675 Developmental Psychobiology: Motivational Processes (also Psychology 375, Nutritional Sciences 375 and Nutritional Sciences 675)**

Spring. 4 credits.

T R 10:10-11:25. E. M. Blass.

**[PSYCH 676 Motivation (also Psychology 276, Nutritional Sciences 276, and Nutritional Sciences 676)]**

Spring. 4 credits. Not offered 1994-95.

T R 10:10-11:25. E. M. Blass.]

**PSYCH 681 Advanced Social Psychology (also Psychology 481)**

Fall. 4 credits.

T R 10:10-11:25. D. T. Regan.

**PSYCH 689 Seminar: Selected Topics in Social Psychology and Personality (also Psychology 489)**

Spring. 4 credits.

Hours to be arranged. D. J. Bem.

**PSYCH 691 Research Methods in Psychology (also Psychology 491)**

Spring. 4 credits.

T R 10:10-11:25. D. A. Dunning.

**PSYCH 692 Sensory Function (also Psychology 492 and BIONB 492)**

Spring. 4 credits.

M W F 10:10. B. P. Halpern, H. C. Howland.

**[PSYCH 696 Introduction to Sensory Systems (also Psychology 396 and BIONB 396)]**

Spring. 4 credits. Not offered 1994-95.

M W F 10:10. B. P. Halpern.]

**PSYCH 700 Research in Biopsychology****PSYCH 709 Developmental Psychology (also Psychology 209)**

Spring. 4 credits.

T R 1:25-2:40. F. C. Keil.

**PSYCH 710 Research in Human Experimental Psychology****PSYCH 714 Comparative Cognition (also Psychology 414)**

Spring. 4 credits.

T R 2:55-4:10. E. S. Spelke.

**PSYCH 715 Psycholinguistics (also Psychology 215)**

Fall. 4 credits.

M W F J. A. Sereno.

**PSYCH 716 Auditory Perception (also Psychology 316)**

Fall. 4 credits.

T R 10:10-11:25. C. L. Krumhansl.

**PSYCH 717 The Origins of Thought and Knowledge (also Psychology 417)**

Fall. 4 credits.

M 1:25-4:25. F. C. Keil.

**PSYCH 720 Research in Social Psychology and Personality****PSYCH 722 Hormones and Behavior (also Psychology 322 and BIONB 322)**

Spring. 4 credits.

M W F 11:15. D. F. Gudermuth.

**PSYCH 773-774 Proseminar in Cognitive Studies I and II (also Cognitive Studies 773/774, Philosophy 773/774, Linguistics 773/774, and Computer Science 773/774)**

Fall: R. grade. Spring: S-U only. 4 credits.

T 1:25-2:40. Staff.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that make up the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty members from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and a S-U grade only will be assigned in the spring semester.

**PSYCH 775 Proseminar in Social Psychology I**

Fall. 2 credits. Limited to 10 graduate students in social psychology.

Hours to be arranged. D. A. Dunning,

T. D. Gilovich, and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

**PSYCH 776 Proseminar in Social Psychology II**

Spring. 2 credits. Limited to 10 graduate students in social psychology.

Hours to be arranged. D. A. Dunning,

T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social



cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

**PSYCH 900 Doctoral Thesis Research in Biopsychology**

**PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology**

**PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality**

**Summer Session Courses**

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

PSYCH 123 Introduction to Biopsychology

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

PSYCH 199 Sports Psychology

PSYCH 265 Psychology and Law

PSYCH 280 Introduction to Social Psychology

PSYCH 281 Interpersonal Relations and Small Groups (also Sociology 281)

PSYCH 350 Statistics and Research Design

PSYCH 380 Community Mental Health

**RELIGIOUS STUDIES MAJOR**

See "Special Programs and Interdisciplinary Studies."

**ROMANCE STUDIES**

The Department of Romance Studies (Alice Colby-Hall, chair) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in the French and Spanish languages, French linguistics, semiotics, and in French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

**French**

J. Béraud (director of undergraduate studies), A. Berger, A. M. Colby-Hall, N. Furman, D. I. Grossvogel, R. Klein, P. Lewis, K. Long, J. Ngate, A. Seznec, S. Tarrow, L. R. Waugh.

**The Major**

The major in French is divided into three options: French area studies, French linguistics, and French literature. For a description of the linguistics option, see Modern Languages and Linguistics, French.

The area studies and literature options are described below.

While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission merely because of a late start. Students wishing to major in French area studies or French literature should consult the director of undergraduate studies of the Department of Romance Studies, Professor Jacques Béraud.

**The Literature Option**

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

**Admission**

To be admitted to the major, students should have completed French Literature 221–222 (formerly 201–202) and French Language 200, 203 or 205 plus 213 (formerly 204) or their equivalents by the end of their sophomore year.

*For completion of the major, a student must:*

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of French 311–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test, the CASE examination.
- (2) take six courses in French literature or civilization at the 300 level or above in addition to French 221–222. These courses, selected in consultation with the student's major adviser, will normally include at least one course from each of the three major periods of French literature: Medieval to Renaissance, the seventeenth and eighteenth centuries, and the nineteenth and twentieth centuries.
- (3) take two connected courses in one of the following related areas: (a) French literature or linguistics, (b) general linguistics, history of language, psycholinguistics, (c) courses in comparative literature, history, history of art, music, or government which have a significant French component. Students who are double majors are exempted from this last requirement.

**The French Area Studies Option**

**Admission**

To be admitted to the major, students should have completed French Literature 220 and French Language 200, 203 or 205 plus 213 (formerly 204) or their equivalents by the end of their sophomore year.

*For completion of the major, a student must:*

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of French 311–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test, the CASE examination.
- (2) take two courses in Romance Studies (literature or civilization).

- (3) take six courses (at least two of which must be at an advanced level) in areas of interest such as—but not limited to—Africana Studies, anthropology, comparative literature, economics, government, history, history of art, music, theater arts, women's studies.

**Administration of French Area Studies**

After being admitted to the major by the director of undergraduate studies of the Department of Romance Studies, students will have an adviser in Romance Studies and another faculty member from their main area of interest. These two faculty members will constitute the committee that will help students design an academically coherent program and will supervise their progress toward graduation. A copy of each student's individual program will be given to the director of undergraduate studies for approval and safekeeping.

**Study Abroad in France**

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 (formerly 204) or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of French 311 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or the semester as fully matriculated students at the University of Paris and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation into French history, society, and daily life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

### Study Abroad in Geneva

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. Beginning in mid-July, the University of Geneva offers four consecutive three-week language and civilization summer courses which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 (formerly 204) or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of French 311 and/or 312 is, however, strongly recommended. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

**Honors.** The honors program encourages well-qualified students majoring in French literature or culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

**Fees.** Depending on the course, a small fee may be charged for copies of texts used in course work.

### Language and Linguistics

Most language courses and French linguistics courses are offered by Modern Languages and Linguistics. Further language courses (conversation and advanced level), French linguistics courses, and all literature courses are listed below.

*Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, any of which may be taken concurrently with French Language 200, 203, 205, 213, 290, or 291 (offered by Modern Languages and Linguistics).*

#### FRROM 210 Intermediate French Conversation

Fall or spring. 2 credits. Limited to 15 students. Prerequisite: French 200, 203, 205 or equivalence (Q+) on the Cornell Advanced Standing Examination (CASE).

Fall: T R 8:40-9:55 or 11:40-12:55; spring: T R 8:40-9:55 or 11:40-12:55. J. Béraud and staff.

The course is based on audiovisual materials used in class; slides, video strips, and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' active vocabulary.

#### FRROM 310 Advanced French Conversation

Spring. 2 credits. Limited to 15 students. Priority given to seniors. Prerequisite: French 213 or Cornell Advanced Standing Examination (CASE) placement of Q++.

T R 8:40-9:55, 11:40-12:55, 1:25-2:40 or 2:55-4:10. J. Béraud and staff.

This course is based on discussion of articles published in the French press. A few audio and video recordings and films will also be used.

#### FRROM 311 Advanced French I

Fall. 4 credits. Limited to 15 students. Prerequisite: French 213 or placement by the Cornell Advanced Standing Examination (CASE).

M W F 9:05, 10:10, or 12:20. J. Béraud and staff.

All-skills course. Detailed study of present-day syntax. Reading and discussion of texts of cultural relevance. Weekly papers.

#### FRROM 312 Advanced French II

Spring. 4 credits. Limited to 15 students. Prerequisite: French 311 or placement by the Cornell Advanced Standing Examination (CASE).

M W F 10:10 or T R 10:10-11:25. J. Béraud and staff.

Continuation of work done in French 311. Less emphasis will be placed on study of grammar, more on the examination of texts, on questions of style, and on oral presentation by students. Weekly papers.

#### FRROM 400 Semiotics and Language (also Comparative Literature 410 and Linguistics 400)

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, literature, psychology, or anthropology or permission of the instructor.

To be arranged. L. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Barthes, Jakobson) and to language as a semiotic

system. The particular topics to be discussed will depend on the interests of the students.

#### [FRROM 408 Linguistic Structure of French I (also Linguistics 408)]

4 credits. Not offered 1994-95.]

#### FRROM 410 Structure of French II (also French 410 Modern Languages and Linguistics)

Fall. 4 credits. Prerequisite: permission of instructor.

To be arranged. L. Waugh.

A synchronic study and analysis of modern French, with emphasis on semiotics, pragmatics, and discourse analysis.

#### FRROM 424 Composition and Style

Fall. 4 credits. Conducted in French.

M W F 12:20. J. Béraud.

Designed primarily for graduate students and for undergraduates who have advanced beyond the level of French 312, this course is intended to promote a more nuanced and analytic general competence in both written and oral expression. Students will be assigned weekly papers, either translations into French or pastiches, and will occasionally present oral explications de textes in class. Selected readings in the area of stylistics will be discussed, and their applicability to the analysis of some literary texts will be tested.

#### [FRROM 604 Contemporary Theories of French Grammar]

4 credits. Not offered 1994-95.]

#### FRROM 700 French Linguistics (also French 700 Modern Languages and Linguistics)

Spring. Credit to be arranged.

To be arranged. L. Waugh.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology, current theories in French syntax, and semantics of French.

### Literature

#### FRLIT 220 Introduction to French and Francophone Culture

Fall or spring. 3 credits. Prerequisite: CPT score of 600 or French 200, 203 or 205. Conducted in French.

Fall: M W F 10:10, S. Tarrow; spring: T R 11:40-12:25, J. Ngate.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings will include a selection of articles dealing with issues of current concern in France; works by French and Maghrebine or African writers; poetry or drama; two films will also be discussed.

#### FRLIT 221 Introduction to French Literature

Fall, spring, or summer. 3 credits. Prerequisites: a CPT score of 630 or French 200, 203, 205 or 220. French 221 serves as a prerequisite for all 300-level courses in French literature and is required (as well as French 222) of all French literature majors. Conducted in French.

Fall: M W F 9:05, 10:10, or T R 10:10-11:25, R. Klein and staff; spring: M W F 10:10, 11:15 or 12:20. K. Long and staff.

This course, divided into small sections, is intended as a first introduction to French literature, the Modern Period. Texts have been chosen both as a function of their centrality to the traditional literary canon and

with an eye to its current transformation. The course focuses on different theoretical approaches to reading literature, without neglecting to situate works in their historical, philosophical, and cultural context. The course considers literary genres (poetry, drama, and the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. It is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings will include works of authors such as Baudelaire, Césaire, Sartre, Proust, Duras.

**FRLIT 222 Studies in French Literature #**

Fall or spring. 3 credits. Prerequisite: French 221 or a CPT achievement score of 650 or more (students who have not taken French 221 should obtain consent of instructor; those with scores in the 560–649 range should see the description of French 200, 203, 205, and 220). Required of all literature majors, but not limited to them. Conducted in French.

Fall: M W F 11:15 or M W F 12:20,  
K. Long, and staff; spring: T R 2:55–4:10.  
P. Lewis.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course will also invite reflection on the status and centrality of female characters in classical and neo-classical French literature; it will attempt to trace the evolution from the classical tragic heroine, to more modern (but no less problematic) representations of women.

**[FRLIT 309 Mystery and the Mystery Story (also Comparative Literature 309)]**

4 credits. Not offered 1994–95.]

**[FRLIT 320 French Civilization]**

Spring. 4 credits. Prerequisite: proficiency in French (typically taken after French 204 or 213). Conducted in French. Not offered 1994–95.]

**[FRLIT 325 The Modern French Novel: A Form in Search of Itself]**

4 credits. Not offered 1994–95.]

**[FRLIT 329 Francophone Caribbean Literature @]**

4 credits. Not offered 1994–95.]

**[FRLIT 330 Francophone African Literature @]**

4 credits. Not offered 1994–95.]

**[FRLIT 331 Masterpieces of French Drama I: The Classical Era #]**

4 credits. Not offered 1994–95.]

**[FRLIT 332 Masterpieces of French Drama II: The Comic in the Modern Era]**

4 credits. Not offered 1994–95.]

**FRLIT 333 Contemporary French Thought**

Fall. 4 credits. Conducted in French.  
T R 1:25–2:40. R. Klein.

This course is intended to introduce students to the work of some of the major figures in contemporary French thought, in writing

published since the events of May 1968. A broad range of topics and issues will be examined, with particular attention to those that have transformed traditional academic disciplines. Books have been selected not only with a view to their theoretical interest, but with an eye to the quality of their French prose. Readings will include works by Lévi-Strauss, Foucault, Cixous, Irigaray, Kristeva, Derrida, Barthes, Baudrillard.

**[FRLIT 334 The Novel as Masterwork #]**

4 credits. Not offered 1994–95.]

**[FRLIT 335 Romance to Revolution: The French Novel before 1789 #]**

4 credits. Not offered 1994–95.]

**[FRLIT 338 French Poetry from Its Origins to the Revolution of 1789 #]**

4 credits. Not offered 1994–95.]

**FRLIT 354 New Prose, Old Prose #**

Spring. 4 credits. Conducted in French.

M W F 11:15. K. Long.  
Readings in Rabelais and Montaigne (*Gargantua*, the *Tiers Livre*, and about two dozen *Essais*) and in ancient authors they drew on: Plato, Plutarch, Seneca, Lucian, and the poet Virgil. Greek and Latin texts will be read in French translation. Critical (or skeptical) consideration of such concepts and issues as literary influence, posterity and legacy, ideals of prose style, history, singing, telling stories, chatting, philosophizing, the psychopathology of everyday life, reading, and the "Renaissance."

**[FRLIT 356 Lyon and Paris in the Sixteenth Century #]**

4 credits. Not offered 1994–95.]

**[359 Georges Simenon]**

4 credits. Not offered 1994–95.]

**FRLIT 365 The Contemporary Novel (also Comparative Literature 365)**

Fall. 4 credits. Lectures in English, discussion section in French.

M W F 10:10. D. Grossvogel.  
A continuation of Comparative Literature 363–364 (The European Novel). Probable authors: Barthes, Böll, Calvino, Camus, Cardinal, García Márquez, Hemingway, Kerouac, Kundera, Modiano, Nabokov, Robbe-Grillet, Sartre, Yourcenar. An attempt to interpret these authors through questions like those raised by Roland Barthes on writing, structuralism, criticism, the role of the reader, the death of the author, etc. Lectures and seminar discussions.

**[FRLIT 369 Comic Theater in the Seventeenth Century #]**

4 credits. Not offered 1994–95.]

**[FRLIT 370 Perspectives on the Age of Enlightenment: "Enlightened" Literature #]**

4 credits. Not offered 1994–95.]

**[FRLIT 371 Eighteenth-Century Theater #]**

4 credits. Not offered 1994–95.]

**[FRLIT 375 Eighteenth-Century Novel #]**

4 credits. Not offered 1994–95.]

**[FRLIT 379 Victor Hugo—Romantic Movement #]**

4 credits. Not offered 1994–95.]

**[FRLIT 380 Introduction to French Romanticism #]**

4 credits. Not offered 1994–95.]

**FRLIT 381 Nineteenth-Century French Women Writers (also Women Studies 381)**

Fall. 4 credits. Conducted in French.

T R 11:40–12:55. A. Berger.

While situating the works read within their specific historical and literary context, this course will attempt to address two sets of questions: 1) How does the inscription of literature as a Public Institution within a phallogocentric cultural order affect women authors' status and writing strategies? 2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers will include Mme de Staël, George Sand, M. Desbordes-Valmore, Flora Tristan, and Rachilde.

**[FRLIT 385 Gustave Flaubert #]**

4 credits. Not offered 1994–95.]

**[FRLIT 388 The French Lyric Romance from Symbolism to Surrealism]**

4 credits. Prerequisite: French 221 or 222. Not offered 1994–95.]

**[FRLIT 389 French Romanticism (also Women's Studies 493) #]**

4 credits. Prerequisite: French 222 or permission of instructor. Conducted in French. Not offered 1994–95.]

**[FRLIT 390 Modern French Criticism]**

4 credits. Not offered 1994–95.]

**[FRLIT 394 Sartre and Existentialism]**

4 credits. Not offered 1994–95.]

**FRLIT 395 Camus and His Contemporaries**

Spring. 4 credits. Prerequisite: French 221 or permission of instructor. Conducted in French.

T R 10:10–11:25. S. Tarrow.

The course will examine Camus's major works of fiction together with those of such writers as J. P. Sartre, Simone de Beauvoir, Albert Memmi, Emmanuel Roblès, Assia Djebar and others. In the context of a historical period marked by war—World War II, the Cold War, the Algerian War of Independence—we will discuss some of the debates Camus sparked among his contemporaries in France and North Africa. Issues to be addressed include the question of political commitment in literature; colonialism, racism, and their expression in fiction; problems of identity, bilingualism, and audience.

**[FRLIT 396 The Contemporary French Novel: 1950 to the Present]**

4 credits. Not offered 1994–95.]

**[FRLIT 398 Six French Poets]**

4 credits. Not offered 1994–95.]

**[FRLIT 399 French Cinema: Semiotics of Realism, Surrealism, Existentialism]**

4 credits. Not offered 1994–95.]

**[FRLIT 404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also Comparative Literature 404 and Romance Studies 404) #]**

4 credits. Not offered 1994–95.]

**FRLIT 406 Reading the Pleasures of the Listener (also Society for the Humanities 406 and Music 406)**

Fall. 4 credits.

R 2:30–4:25. N. Furman.

From the lure of the Sirens to the failed cries of Echo, the voice has been a means of expression and seduction, a sign of recogni-

tion and loss. From elocution to auditory reception, vocalized fragments testify to the subjectivities of both speaker and listener and reveal the cultural inscription of gender, class, sexuality, and ethnicity. The purpose of this course will be to understand the voice as a cultural perceptual phenomenon and to note its affective registers in literature, film, and the stage. Readings will include essays by linguists, musicologists, psychoanalysts, philosophers, film and literary critics, and opera fans, and the study of the vicissitudes of the story of *Carmen* as it moves from literary text to the operatic stage and onto the silver screen.

**FRLIT 417 Cultural Transformation and Conflict in the Caribbean from Slavery to the Present (also Society for the Humanities 417)**

Spring. 3 credits. Limited to 17 students.

To be arranged. R. D. E. Burton.  
Using historical, anthropological, sociological, and literary materials, this course is intended to introduce students to the main issues in contemporary Caribbean studies. Taking the study of slavery as its starting-point, it will examine the processes of cultural creation, transformation and conflict in the Caribbean with particular emphasis on the following areas and issues: slavery and the culture of resistance; language in the Caribbean; Afro-Caribbean religions (principally *vodun* and Rastafarianism); male and female culture 'spheres' in the Caribbean; the place of 'East Indians' in the Caribbean; 'Africanist' and 'creolization' theories of Caribbean culture; theories of identity in the contemporary Caribbean (Négritude, Antillanité, Créolité, etc.); literature and identity in the Caribbean (Brathwaite, Walcott, Césaire, Glissant). The course will focus on the Anglophone and Francophone Caribbean with reference, where appropriate, to the Hispanophone Caribbean.

**[FRLIT 418 The Polemics of Gender in Early Modern Europe (also Society for the Humanities 418) #**

3 credits. Not offered 1994-95.]

**FRLIT 419-420 Special Topics in French Literature**

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

**[FRLIT 422 Three Ages of Theater (also Comparative Literature 422)**

4 credits. Not offered 1994-95.]

**FRLIT 426 May '68 and Its Consequences**

Spring. 4 credits. Prerequisite: French 220, 221 or 222 or French 311 or 320.

T R 1:25-2:40. J. Béraud.  
The course will first study the students' revolt of May 1968 in France, placing it in its national and international political and ideological context. It will then try to trace the changes brought about by the spirit of May '68 in some areas of French society, especially youth and education. Finally, it will lead to a reflection on current ideologies and the change from modernism to post-modernism.

**FRLIT 429-430 Honors Work in French**  
429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program.

R. Klein.

**[FRLIT 435 Césaire et Lautréamont**  
4 credits. Not offered 1994-95.]

**[FRLIT 436 Francophone African Fiction (also French 636) @**  
4 credits. Not offered 1994-95.]

**[FRLIT 438 La Poésie de la Négritude (also French 638) @**  
4 credits. Not offered 1994-95.]

**FRLIT 439 Oral and Written Traditions in Africa @**

Spring. 4 credits.

T 2:30-4:25. J. Ngate.

Organized around but not limited to two major African epics, *Soundjata* and *Chaka*, this course will enable us to investigate the nature, the validity, and the implications of many francophone African writers' claims to being modern versions of the griots of the oral tradition. (Reading knowledge of French recommended)

**[FRLIT 440 African Cityscapes: Urbanization and Its Literary Representations (also Comparative Literature 440) @**

4 credits. Not offered 1994-95.]

**[FRLIT 447 Medieval Literature #**

4 credits. Prerequisite: French 221 or permission of instructor. First term not prerequisite to the second. Conducted in English. Not offered 1994-95.]

**FRLIT 448 Medieval Literature #**

Fall. 4 credits. Prerequisite: French 221 or permission of instructor. Conducted in English.

M W F 9:05. A. Colby-Hall.

French 448 deals with the romance and the lyric. Facility in reading Old French and appreciation of these two major genres are the primary goals of this course.

**[FRLIT 449 Love and Hate in the Late Middle Ages #**

4 credits. Not offered 1994-95.]

**[FRLIT 452 Theatre in Sixteenth-Century France #**

4 credits. Not offered 1994-95.]

**[FRLIT 453 Masterpieces of French Renaissance Prose #**

4 credits. Not offered 1994-95.]

**[FRLIT 454 Montaigne #**

4 credits. Not offered 1994-95.]

**[FRLIT 455 Rabelais #**

4 credits. Conducted in French. Not offered 1994-95.]

**[FRLIT 456 Diverse Poetries in Sixteenth-Century France #**

4 credits. Not offered 1994-95.]

**FRLIT 458 Baroque Poetry in France (also French Literature 658) #**

Spring. 4 credits. Conducted in French.

M 2:30-4:25. K. Long.

Through the works of Théodore Agrippa d'Aubigné, Théophile de Viau, Saint-Amant, and others, we will explore the social and aesthetic reasons for the genesis and

development of such a revolutionary mode of writing. What is the place of such a movement in French cultural history; in particular, how does this movement confront political and religious issues? How do these poets situate themselves in relation to *libertin* philosophy? What is the place of violence and horror in baroque aesthetics and ideology? We will explore how baroque writers develop a new poetics to cope with such issues.

**[FRLIT 459 Petrarchism and the Lyric Experience in France (also French 659) #**

4 credits. Not offered 1994-95.]

**[FRLIT 460 The Moralistic Tradition (also French 660) #**

4 credits. Not offered 1994-95.]

**[FRLIT 461 The Theater of Molière #**  
4 credits. Not offered 1994-95.]

**[FRLIT 462 Racine #**

4 credits. Not offered 1994-95.]

**FRLIT 463 The Evolution of Tragedy in Seventeenth-Century France**

Fall. 4 credits. Conducted in French.

W 2:30-4:25. P. Lewis.

The primary axis of this inquiry will be comparison of major tragedies in the theater of Corneille (*Le Cid*, *Horace*, *Cinna*, *Polyeucte*) to major tragedies in the theater of Racine (*Andromaque*, *Britannicus*, *Iphigénie*, *Phèdre*). Its theoretical horizon will be derived from a group of short texts by Corneille, Racine, d'Aubignac, Pascal, and Boileau that are relevant to the tragic genre and to the concept of the tragic. The views of other playwrights (Rotrou, Mairat, Molière, Quinault) will also be considered.

**[FRLIT 470 Perspectives on the Age of Enlightenment #**

4 credits. Not offered 1994-95.]

**[FRLIT 472 Theater of Eighteenth Century #**

4 credits. Not offered 1994-95.]

**[FRLIT 473 Diderot and the Enlightenment #**

4 credits. Not offered 1994-95.]

**FRLIT 474 Libertines and License (also English 438)**

Spring. 4 credits.

To be arranged. R. Parker.

The course will chart the progress of the libertine chiefly through a number of eighteenth- and early nineteenth-century English and French plays, novels, poems, and graphic works, with particular interest in the aesthetic conventions and cultural contexts for representing intellectual, political, social, and erotic excess and transgression. Works (in translation where appropriate) by such as Molière, Richardson, Hogarth, Diderot, Schiller, Sade, "Monk" Lewis, Blake, Coleridge, Hoffmann, and Byron.

**[FRLIT 476 The Libertine Novel**

4 credits. Conducted in French. Not offered 1994-95.]

**[FRLIT 485 Reading Workshop: The Short Story**

4 credits. Not offered 1994-95.]

**[FRLIT 487 Rimbaud and the Question of Reading #**

4 credits. Not offered 1994-95.]



**[FRLIT 488 Baudelaire #**  
4 credits. Not offered 1994-95.]

**[FRLIT 490 The Roots of Modernism**  
4 credits. Not offered 1994-95.]

**FRLIT 492 The Textual Sounds of Cultural Identities (also Society for the Humanities 419)**

Spring. 4 credits.

To be arranged. N. Furman.  
Inscribed in the gaps of a literary text, in the space between what is written and what is read, between what is voiced and what is heard, one can detect traces of trauma and the imprints of ethnic and cultural identities. The aim of this course will be to listen to the expressions of cultural identities in crisis and study their articulations in the works of French writers: Prosper Mérimée, Jules Vallès, Céline, Beckett, Natalie Sarraute, Marguerite Duras, and Patrick Modiano.

**[FRLIT 493 French Feminisms (also Women's Studies 493)**  
4 credits. Not offered 1994-95.]

**[FRLIT 494 Surrealism**  
4 credits. Not offered 1994-95.]

**[FRLIT 495 Existentialism**  
4 credits. Not offered 1994-95.]

**[FRLIT 496 The Early Twentieth-Century French Novel (also Comparative Literature 496)**  
4 credits. Not offered 1994-95.]

**[FRLIT 497 Poetry since Baudelaire**  
4 credits. Not offered 1994-95.]

**[FRLIT 498 Dostoevsky, Mann, and Gide (also Comparative Literature 498)**  
4 credits. Not offered 1994-95.]

**[FRLIT 499 Fiction and Film in France (also Comparative Literature 499)**  
4 credits. Not offered 1994-95.]

**[FRLIT 596 Colette: Can She Be a Subject of Masculine Discussion in the '80s?**  
4 credits. Not offered 1994-95.]

**FRLIT 606 Modern Postmodern (also Comparative Literature 608 and German 608)**

Spring. 4 credits.

To be arranged. J. Monroe.  
What does the "post" of postmodernism represent? Is the relation between modernism and postmodernism one of fundamental continuity? expanding difference? radical rupture? Addressing these and related questions through readings in a range of materials drawn from twentieth-century fiction, poetry, drama, film, theory, and philosophy, we will explore the explanatory power and limits of the terms "modern" and "postmodern" for attempts to understand our current cultural situation in the century's final decade. Exploring as well the way these terms may play themselves out as we move into the twenty-first century, we will consider the extent to which we may be said to be entering a new period, neither modern nor postmodern, that calls for new articulations, modes of action, and individual and collective self-definitions. All texts will be available in English.

**[FRLIT 607 Proseminar: The Interpretation of Texts**  
4 credits. Not offered 1994-95.]

**[FRLIT 608 Proseminar**  
4 credits. Not offered 1994-95.]

**[FRLIT 616 The Concept of Dramatic Tragedy in the Seventeenth and Eighteenth Centuries #**  
4 credits. Not offered 1994-95.]

**FRLIT 620 Area Topics in Romance Linguistics (also Linguistics 620)**  
Spring. 4 credits. Prerequisite: A reading knowledge of French.

M W F 12:20. A. Colby-Hall.  
Topic: Translation and linguistic and literary analysis of representative works of such Provençal (Occitan) troubadours as Guillaume IX, Marcabru, Cercamon, Jaufre Rudel, Bernard de Ventadorn, Raimbaut d'Orange, the Comtesse de Dia, Giraut de Bornelh, Arnaut Daniel, Bertran de Born, Peire Vidal, and Raimbaut de Vaqueiras. Some attention will also be given to the relevant *vidas* and *razos*, which are in prose.

**[FRLIT 628 "Un coup de dés": Mallarmé and His Critics #**  
4 credits. Not offered 1994-95.]

**[FRLIT 629 History of the French Language (also French 401 Modern Languages)**  
4 credits. Not offered 1994-95.]

**[FRLIT 636 Francophone African Fiction (also French 436) @**  
4 credits. Not offered 1994-95.]

**FRLIT 638 La Poésie de la Négritude (also French 438) @**  
4 credits. Not offered 1994-95.]

**FRLIT 639-640 Special Topics in French Literature**  
639, fall; 640, spring. 4 credits each term.  
Staff.  
Guided independent study for graduate students.

**[FRLIT 644 Medieval Seminar: The Old French Epic**  
4 credits. Not offered 1994-95.]

**[FRLIT 646 Medieval Seminar: Villon**  
4 credits. Not offered 1994-95.]

**[FRLIT 648 Medieval Seminar: Le Roman de la Rose**  
4 credits. Not offered 1994-95.]

**[FRLIT 656 The Subliterary and the Nonliterary in Early Modern France**  
4 credits. Not offered 1994-95.]

**FRLIT 658 Baroque Poetry in France (also French 458) #**  
Spring. 4 credits. Conducted in French.  
M 2:30-4:25. K. Long.  
See French 458 for description.

**[FRLIT 659 Petrarchism and the Lyric Experience in France (also French 459) #**  
4 credits. Not offered 1994-95.]

**[FRLIT 660 The Moralistic Tradition (also French 460) #**  
4 credits. Not offered 1994-95.]

**[FRLIT 661 Racine and His Critics #**  
4 credits. Not offered 1994-95.]

**[FRLIT 662 Racine #**  
4 credits. Not offered 1994-95.]

**[FRLIT 663 La Fontaine and Perrault: Fables, Tales, and Narrative Traps #**  
4 credits. Not offered 1994-95.]

**[FRLIT 664 Seminar in Late Seventeenth-Century Literature #**  
4 credits. Not offered 1994-95.]

**[FRLIT 665 The Emergence of Aesthetics**  
4 credits. Not offered 1994-95.]

**[FRLIT 666 Seventeenth-Century Seminar: Moralities in Fiction: The Classical Moment (also Comparative Literature 666) #**  
4 credits. Not offered 1994-95.]

**[FRLIT 669 Seventeenth-Century Seminar: Illusion and Representation**  
4 credits. Not offered 1994-95.]

**FRLIT 673 Inventive Anthropologies of the French Enlightenment**

Fall. 4 credits. Conducted in French.

T 2:30-4:25. A. Berger.

Drawing in part on the development of natural history, in part on travel accounts and growing global communications, the French Enlightenment laid the theoretical basis for a modern, secular "general science of mankind." We will study the formation of the conceptual apparatus that still frames contemporary debates over cultural specificity and the idea of ethnic and/or political community. Special attention will be paid to the elaboration of modern notions of otherness, of diversity and its corollary, universality, as well as of dialectical notions of the individual and the community. We will read both essays and fiction featuring foreign encounters and ideal communities by Montesquieu, Voltaire, Mercier, Diderot, Rousseau, and B. de Saint-Pierre.

**[FRLIT 676 The Libertine Novel**  
4 credits. Not offered 1994-95.]

**[FRLIT 678 Self-Portraits of Poets and Poems in Nineteenth-Century Lyricism**  
4 credits. Not offered 1994-95.]

**[FRLIT 679 Comedy and Philosophy in the French Enlightenment #**  
4 credits. Not offered 1994-95.]

**[FRLIT 680 Amours romantiques #**  
4 credits. Not offered 1994-95.]

**[FRLIT 683 The Appeal of the Exotic**  
4 credits. Not offered 1994-95.]

**[FRLIT 685 Stendhal, Balzac, Flaubert (also Comparative Literature 610) #**  
4 credits. Not offered 1994-95.]

**[FRLIT 686 Le regard et la voix**  
4 credits. Not offered 1994-95.]

**[FRLIT 687 Poetry and the Threat of Modernity: The Case of Rimbaud #**  
4 credits. Not offered 1994-95.]

**[FRLIT 688 Gérard de Nerval #**  
4 credits. Not offered 1994-95.]

**[FRLIT 689 Bohemians and Dandies**  
4 credits. Not offered 1994-95.]

**FRLIT 690 Questioning the Page: Gide, Valéry, Sartre**

Fall. 4 credits.

M 2:30-4:25. D. Grossvogel.

These three authors, among the most influential of the twentieth century, both invented and contemplated aspects of their art. They were critics whose self-consciousness affected the form and the content of what they were writing, be it in their literary

judgments, philosophy, fiction, poetry, or drama. Likely reading: Gide: *L'Immoraliste*, *Les Faux-Monnayeurs*, *Le Journal des Faux-Monnayeurs*, Thèse, Valéry: *Eupalinos ou l'architecte*, *L'Amé et la danse*, *Le Cimetière marin*, Sartre: *L'Existentialisme est un humanisme*, *Qu'est-ce que la littérature?*, *L'Idiot de la famille*, *Huis-clos*, *La Nausée*.

**[FRLIT 691 Laughter]**  
4 credits. Not offered 1994-95.]

**[FRLIT 692 Sartre and Genet]**  
4 credits. Not offered 1994-95.]

**[FRLIT 693 Nineteenth-Century Seminar #]**  
4 credits. Not offered 1994-95.]

**[FRLIT 694 Surrealism]**  
4 credits. Not offered 1994-95.]

**[FRLIT 695 Theorizing Films (also English 703)]**  
4 credits. Not offered 1994-95.]

**[FRLIT 696 Proust and Mystery]**  
4 credits. Not offered 1994-95.]

**[FRLIT 697 Philosophy of Money (also Anthropology 625)]**  
4 credits. Not offered 1994-95.]

**FRLIT 698 Oulipo: Forms of Potential Literature**

Spring. 4 credits.

W 2:30-4:25. R. Klein.

"Oulipo (Ouvroir de littérature potentielle)" is a relatively small circle of writers and mathematicians that has been conducting radical experiments in literary form since its beginnings in 1960. Its members are largely but not exclusively French and its meetings are held in Paris. Its aim is to identify and analyze older, even ancient experiments in literary form and to elaborate new forms or textual principles based on novel combinatorics or permutations, including computer algorithms. Its founding and continuing members include some of the most prominent contemporary French writers, poets and novelists, including Raymond Queneau, Jacques Roubaud, Georges Perec, as well as the Italian writer Italo Calvino and the American Harry Mathews. The course aims principally to examine the theoretical claims of Oulipo, its hostility to surrealism, its voluntarism, its preference for formal constraints, its exemplification of rhetorical and literary procedures (lipograms, palindromes, rhopalic verse, holohymes, Boolean haikus, etc.) At the same time, close readings of selected texts will be encouraged.

**[FRLIT 699 Anti-Semitism in Modern French Literature: Another Kind of Deconstruction]**  
4 credits. Not offered 1994-95.]

## Italian

M. Migiel, director of undergraduate studies

### The Major

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior

and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the major are Italian 303, 304, and 427. Italian 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite of Italian 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include Italian language (beginning and intermediate); Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

### Study Abroad in Italy

Cornell collaborates with six other major U.S. universities in sponsoring the Bologna Cooperative Studies Program (BCSP) for study abroad in Bologna, Italy. Through BCSP, advanced students can experience total immersion in Italian education and culture in a city that combines a long and rich history with modern prosperity and an active commercial and cultural life. Students attend classes at the University of Bologna, the oldest institution of higher learning in Europe and one of Italy's most respected. The academic year begins in September and October with an

intensive six-week orientation in Bologna, which includes instruction in Italian grammar, conversation, and history. When the University of Bologna's academic year commences in November, students enroll in three regular, year-long courses with Italian students. In addition, students take one of the special one-semester BCSP courses in contemporary literature, art history, the European Community, and Italian language. University of Bologna faculty members teach the BCSP courses.

Housing is arranged through the BCSP program office in Bologna. Students live in rented apartments near the university with other program participants and Italian roommates.

Students with advanced preparation in Italian who hold at least a "B" average and have reached at least junior standing when program participation begins are eligible. The minimum Italian language preparation is the completion of Italian 204 or its equivalent. Students interested in the study abroad program in Bologna should consult the Cornell Abroad office (474 Uris) for further information.

### Literature

Most language courses and Italian linguistics courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

#### ITALL 201 Introduction to Italian Literature

Fall, Italian 201; spring, Italian 202. 3 credits. Prerequisite: permission of instructor. Conducted in Italian.

Fall: M W F 11:15; spring: M W F 10:10. M. Migiel and staff.

In this course, students will develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 201; twentieth-century novels in ITALL 202). ITALL 201 is not a prerequisite to ITALL 202.

#### [ITALL 303 Introduction to Medieval and Renaissance Literature #]

4 credits. Not offered 1994-95.]

#### [ITALL 304 Introduction to Modern Italian Literature]

4 credits. Prerequisite: Italian 201 or permission of instructor. Not offered 1994-95.]

#### [ITALL 357 The Italian Renaissance Epic #]

4 credits. Not offered 1994-95.]

#### [ITALL 370 Eighteenth-Century Thought #]

4 credits. Not offered 1994-95.]

#### [ITALL 381 Narrative of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 681)]

4 credits. Not offered 1994-95.]

#### [ITALL 390 Literature to Cinema]

4 credits. Not offered 1994-95.]

#### ITALL 393 The Challenge of Contemporary Fiction (also Italian 693)

Spring. 4 credits.

T R 1:25-2:40. M. Migiel.

Topic for 1995: This course will focus on selected twentieth-century writers who offer unexpected models for reading. In particular,

we will examine these writers' conception of the reader as notary to a silenced witness; as traveller on an interrupted journey; as surprised detective; as victim of a plot; as player in an elusive game. Authors will include P. Levi, Banti, Calvino, Eco, Tabucchi, Borges, Cortázar. All works to be read in English; students who command the pertinent foreign languages may choose to read the books in the original.

**ITAL 409 Misogyny and Its Readers (also Italian 609 and Comparative Literature 449 and 649)**

Spring. 4 credits.

R 10:10–12:00. M. Migiel.

How do we know misogyny when we see it? Is it limited to the denunciation and denigration of women? Can the praise of women be misogynistic? Is it misogyny if the author places anti-women statements "in quotation marks"? Might some misogynistic works be just harmless literary jokes? How does awareness of historical context affect our reading of misogyny? How persuasive have women been in the defense of their sex? These are among the questions we will ask as we analyze Western discourses about women and identify the extent to which misogyny can be exposed as a form of misreading. Our readings will include classical, ecclesiastical, and medieval/Renaissance literary works as well as writings by contemporary feminist scholars of literature, history, and law. All works to be read in English; students who command the pertinent foreign languages may choose to read the texts in the original.

**ITAL 419–420 Special Topics in Italian Literature**

419, fall; 420, spring. 2–4 credits each term. Prerequisite: permission of instructor.

M. Migiel.

Guided independent study of specific topics.

**ITAL 425 The Christian Epic: Dante, Tasso, Milton (also Italian 625 and Comparative Literature 437/637)**

Fall. 4 credits.

M W F 11:15. M. Migiel.

In the course of reading the Christian epics of Dante Alighieri (*Divine Comedy*) [1321], Tasso (*Jerusalem Delivered*) [1581], and John Milton (*Paradise Lost*) [1667], we shall focus on the following issues: how the Christian epic revises classical conceptions of the heroic individual, of community, of fate; how it uses poetry for theological aims; how it makes woman both central and marginal to the epic enterprise; how it reflects on the relation between secular politics and religious institutions. Reading knowledge of Italian is desirable, but the course will be conducted in English and students will be able to read Dante and Tasso in translation.

**ITAL 427 Dante: *La Divina Commedia* (also Italian 627) #**

4 credits. Not offered 1994–95.]

**ITAL 429–430 Honors in Italian Literature**

429 fall; 430, spring. 8 credits. Year-long course, R for fall semester; letter grade for spring semester. Limited to seniors. Prerequisite: permission of instructor.

M. Migiel.

**ITAL 437 Petrarch: *Canzoniere* #**

4 credits. Not offered 1994–95.]

**ITAL 440 Literature and Society in the Italian Renaissance #**

4 credits. Not offered 1994–95.]

**ITAL 445 Boccaccio (also Italian 645) #**

4 credits. Not offered 1994–95.]

**ITAL 448 Italian Lyric Poetry, 1255–1600: The Formation of the Canon #**

4 credits. Not offered 1994–95.]

**ITAL 458 Tasso (also Italian 658) #**

4 credits. Not offered 1994–95.]

**ITAL 472 Eighteenth-Century Italian Theater: From Melodrama to Tragedy (also Italian 672) #**

4 credits. Not offered 1994–95.]

**ITAL 474 Opera (also German 374/674 and Music 374/674) #**

4 credits. Not offered 1994–95.]

**ITAL 485 The Nineteenth Century: Foscolo, Manzoni, Leopardi #**

4 credits. Not offered 1994–95.]

**ITAL 488 Giacomo Leopardi and Nineteenth-Century Poetry #**

4 credits. Not offered 1994–95.]

**ITAL 490 Modern Italian Women Writers (also Italian 690)**

4 credits. Not offered 1994–95.]

**ITAL 495 Readings in Contemporary Italian Fiction**

4 credits. Not offered 1994–95.]

**ITAL 497 Modern Italian Poetry: D'Annunzio to Montale**

4 credits. Not offered 1994–95.]

**ITAL 557 The Italian Renaissance Epic (also Italian 357)**

4 credits. Not offered 1994–95.]

**ITAL 609 Misogyny and Its Readers (also Italian 409 and Comparative Literature 649)**

Spring. 4 credits.

R 10:00–12:00. M. Migiel.

See Italian 409 for description.

**ITAL 625 The Christian Epic: Dante, Tasso, Milton (also Italian 425 and Comparative Literature 437/637)**

Fall. 4 credits.

M W F 11:15. M. Migiel.

See Italian 425 for description.

**ITAL 627 Dante: *La Divina Commedia* (also Italian 427) #**

4 credits. Not offered 1994–95.]

**ITAL 639–640 Special Topics in Italian Literature**

639, fall; 640, spring. 4 credits each term.

M. Migiel.

**ITAL 645 Boccaccio (also Italian 445) #**

4 credits. Not offered 1994–95.]

**ITAL 658 Tasso (also Italian 458)**

4 credits. Not offered 1994–95.]

**ITAL 672 Eighteenth-Century Italian Theater: From Melodrama to Tragedy (also Italian 472) #**

4 credits. Not offered 1994–95.]

**ITAL 681 Narrative of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 381)**

4 credits. Not offered 1994–95.]

**ITAL 690 Modern Italian Women Writers (also Italian 490)**

4 credits. Not offered 1994–95.]

**ITAL 691 Theater of Verga, D'Annunzio, Svevo, and Pirandello**

4 credits. Not offered 1994–95.]

**ITAL 693 The Challenge of Contemporary Fiction (also Italian 393)**

Spring. 4 credits.

T R 1:25–2:40. M. Migiel.

See Italian 393 for description.

## Romance Studies

### Literature

**[ROMS 358 Literature and Religion: The Nature of the Mystic Text (also Comparative Literature 358 and Religious Studies 358)]**

4 credits. Not offered 1994–95.]

**[ROMS 361 The Culture of Early Renaissance (also Comparative Literature 361 and History of Art 350) #**

4 credits. Not offered 1994–95.]

**[ROMS 404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also French 404 and Comparative Literature 404) #**

4 credits. Not offered 1994–95.]

**ROMS 414 Heidegger: A Reading of Being and Time (also Romance Studies 614 and Comparative Literature 414/614)**

Fall. 4 credits.

T 2:30–4:25. C. Arroyo.

Heidegger's redefinition of phenomenology in response to Husserl and Scheler: hermeneutics vs. intuition, Being-in-the-world vs. intentionality, etc. Hermeneutics and the reading of literature; language and difference, Ab-bauen and deconstruction. Time and literary history. Author and text: Heidegger's membership in the Nazi party and the thrust of his philosophy.

**[ROMS 431 Isms: General Concepts in Modern Cultural History (also Comparative Literature 431)]**

4 credits. Not offered 1994–95.]

**[ROMS 459 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Comparative Literature 369) #**

4 credits. Not offered 1994–95.]

**[ROMS 460 Biology and Theology: Approaches to the Origin of Life, Evolution, Heritage and Freedom, Sexuality and Death (also Comparative Literature 460)]**

4 credits. Not offered 1994–95.]

**[ROMS 497 Heidegger on Language, Art, and Literature (also Comparative Literature 497)]**

4 credits. Not offered 1994–95.]

## Spanish

D. Castillo, director of undergraduate studies, C. Moron-Arroyo, L. Carrillo, U. J. DeWinter, J. W. Kronik, A. Monegal, J. Piedra, M. Stycos, J. Tittler

### The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies in Spanish—Professor Castillo—who will admit them to the major and choose an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) Spanish 315–316–318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) A combination of literature and linguistics.
- 3) Either of the above options with certain courses in other disciplines counted toward the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Hispanic American Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

For the major in Spanish linguistics, see Modern Languages and Linguistics—Spanish.

**Study abroad in Spain.** Cornell and the University of Michigan cosponsor an academic

year in Spain program. Students enrolled in this program spend the first three weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips in Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families or in a few cases in "colegios mayores." Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in Spanish prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information.

**Honors.** Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essays (see Spanish 429–430).

**Fees.** Depending on the course, a small fee may be charged for film use or for copies of texts for course work.

### Language

Most language courses and Spanish linguistic courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

*Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listing under Spanish 201 for description of the literature course that may be taken concurrently with the 203–204 (offered by Modern Languages and Linguistics) or 211–212 language courses described below.*

**[SPANR 211 Intermediate Spanish]**  
3 credits. Not offered 1994–95.]

**[SPANR 212 Intermediate Spanish]**  
3 credits. Not offered 1994–95.]

**SPANR 311 Advanced Composition and Conversation**

Fall. 4 credits. Prerequisite: Spanish 204 or 212 or equivalent.

M W F 10:10, 12:20 or T R 10:10–11:25.

M. Stycos and staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

**SPANR 312 Advanced Composition and Conversation**

Spring. 4 credits.

M W F 9:05, 11:15 or T R 1:25–2:40.

M. Stycos and staff.

Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

### Literature

**SPANL 201 Introduction to Hispanic Literature @**

Fall or spring. 3 credits. Prerequisite: qualification in Spanish or permission of instructor. The course is divided into small sections and is conducted mainly in Spanish. (Fulfills both the language proficiency requirement and, followed by a 300-level Spanish literature course, the humanities distribution requirement. The literature course that normally follows Spanish 201 is either 315, 316, or 318.)

Fall: M W F 9:05, 11:15, 12:20 or T R

10:10–11:25, M. Stycos and staff; spring:

M W F 9:05, 10:10, 11:15 or T R 8:40–9:55,

A. Monegal and staff.

An intermediate reading course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

**SPANL 210 Introduction to Hispanic American Studies (also HASP 210)**

Fall. 3–4 credits.

T R 1:25–2:15. L. Carrillo.

This course offers a survey of topics and issues relevant to the historical, social, cultural and educational development of Hispanic groups in the United States. Topics to be examined may include: Latinos and the environment; culture, language and multiculturalism; gender and society. Readings may include selections from historical travel journals, contemporary literature and relevant social science documents. Guest speakers from Cornell's staff as well as visiting writers and lecturers will broaden the scope of the course.

**SPANL 241 Introduction to Chicano/a Poetry and Poetics (also English 241 and Hispanic American Studies Program 241)**

Spring. 3 credits.

To be arranged. B. V. Olguin.

This survey course will introduce students to Chicano and Chicana poetry across time, space, and format. The course will examine verse at different periods in Chicano/a literature from the pre-Aztlán, and post-Aztlán generations. The course places special emphasis on examining the links between poetics and politics, as well as the relationship between mimesis and resistance. Some of the poets examined include Teresa Acosta, Fray Angélico Chávez, Abelardo "Lalo" Delgado, Ricardo Sánchez, José Montoya, Rodolfo "Corky" González, Alurista, Raúl Salinas, Judy A. Lucero, Evangelina Vigil-Piñon, Lorna Dee Cervantes, Gloria Anzaldúa, Ana Castillo, Gary Soto, Alicia Gaspar de Alba, and Francisco X. Alarcón.



**SPANL 242 Introduction to U.S. Latino Literature (also Hispanic American Studies Program 240 and English 240)**

Fall. 3 credits.

M W F 12:20. B. V. Olguin.

It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature across time, space, and genre, by the various U.S. Latino/a communities. Of particular interest are the manner and degree to which Latino/a literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined include Juan Seguin, Alurista, Gloria Anzaldúa, Cherrie Moraga, Bernardo Vega, Miguel Piñero, Nicolasa Mohr, Cristina García, Oscar Hijuelos, Julia Alvarez, Rubén Martínez and several others.

**[SPANL 300 Gender and Sexuality in Latin America (also Spanish Literature 400)] @ #**

4 credits. Not offered 1994-95.]

**[SPANL 313 Approaches to Spanish Culture]**

4 credits. Not offered 1994-95.]

**[SPANL 314 Visual Vernacular (also HASP 312)]**

4 credits. Not offered 1994-95.]

**SPANL 315 Readings in Sixteenth- and Seventeenth-Century Hispanic Literature #**

Fall or spring. 4 credits. Prerequisite: Spanish 201, four years of high school Spanish, or permission of instructor. Taught in Spanish. This course is not a prerequisite for Spanish 316 or 318.

Fall: M W F 10:10; Spring: M W F 11:15.  
M. A. Garcès.

Readings and discussion of representative texts of the period from both Spain and her colonies in the New World: Garcilaso de la Vega, Lazarillo de Tormes, San Juan de la Cruz, Cervantes, Lope de Vega, Calderón, and others.

**SPANL 316 Readings in Modern Spanish Literature**

Fall or spring. 4 credits. Prerequisite: Spanish 201 or 4 years of high school Spanish or permission of instructor. Taught in Spanish.

Fall: M W F 10:10, D. Castillo or  
T R 11:40-12:55, J. Kronik; spring: M W F  
12:20, D. Castillo or T R 11:40-12:55,  
C. Arroyo.

Readings and discussion of representative texts from Spain from the romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

**[SPANL 317 Readings in Colonial Spanish-American Literature @ #**

4 credits. Not offered 1994-95.]

**SPANL 318 Readings in Spanish-American Literature @**

Fall or spring. 4 credits.

Fall: M W F 11:15, M. A. Garcès; spring:  
T R 11:40-12:55, M. Stycos or T R  
1:25-2:40, J. Kronik.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Darío, Borges,

Neruda, Paz, Cortázar, García Márquez, and others.

**[SPANL 323 Readings in Latin American Civilization @**

4 credits. Not offered 1994-95.

Note: The prerequisite for the following courses, unless otherwise indicated, is Spanish 315, 316, or 318, or permission of instructor.]

**SPANL 332 The Modern Drama in Spanish America (also Hispanic American Studies Program 332) @ #**

Fall. 4 credits. Conducted in Spanish.

T R 2:55-4:10. J. Kronik.

Representative plays of recent decades from several Spanish American countries, including Puerto Rican and Latino writers, will be read closely and discussed. The tensions between vanguard experimentation and the expression of a Spanish American social identity will be studied in the light of modern currents such as the epic theater, the theater of the absurd, the theater of cruelty, and meta-theater.

**SPANL 333 The Spanish-American Short Story**

Fall. 4 credits.

M W F 12:20. D. Castillo.

A study of the short narrative genre as it has been practiced in Spanish America during the past two centuries. In addition to representatives of the Romantic, Realist, Modernist, and criollista schools, the course focuses on contemporary writers such as Arreola, Borges, Cortázar, Fuentes, García Márquez, and Rulfo.

**SPANL 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Near Eastern Studies 339, Jewish Studies 339, Comparative Literature 334, and Religious Studies 334) @ #**

Fall. 3 credits. S-U option. This course can also be used to fulfill the requirements of the Medieval Studies Program. Taught every other year.

M W F 12:20. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *musta'ribun* (Arabized Christians), Jews and "Slavs" (European slave soldiers and their descendants). This course will examine the literature, culture, and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711-1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

**[SPANL 345 Contemporary Spanish-American Novel @**

4 credits. Not offered 1994-95.]

**[SPANL 346 Hispanic Caribbean Culture and Literature @**

4 credits. Not offered 1994-95.]

**[SPANL 347 Spanish America in Black and White @**

4 credits. Not offered 1994-95.]

**[SPANL 351 Spanish Drama of the Golden Age #**

4 credits. Not offered 1994-95.]

**SPANL 355 Cervantes: Don Quijote (also Spanish Literature 455) #**

Fall. 4 credits. Conducted in Spanish.

T R 11:40-12:55. C. Arroyo.

Close reading of Cervantes' masterpiece. Discussions will consider the text as a mirror of its historical moment, of its self-conscious author, and of its readers' search for meaning.

**[SPANL 356 Spanish Lyric Poetry of the Golden Age #**

4 credits. Not offered 1994-95.]

**[SPANL 368 The Birth of the Novel in Spain #**

4 credits. Not offered 1994-95.]

**SPANL 375 Fictions of the Picaresque in Spain and America (also Spanish Literature 475) #**

Spring. 4 credits.

M W F 12:20. M. A. Garcès.

While one critic defines the picaresque novel as the autobiography of "an unscrupulous wretch," narrated as a sequence of episodes, others have described it as a drama of consciousness. By tracing the constitution and transformation of the genre that we call "picaresque," we will explore its relationships with such genres as travel literature, satiric poetry, romance, soldierly adventure, autobiography, and semidocumentary fictions, like some chronicles of the conquest. Such reading implies approaching the genre as a cultural text that probes the relation of self, role, and society in totally new ways. The study of *Lazarillo de Tormes*, Alemán, Cervantes, Quevedo, and Rodríguez Freyle, among others, will be supplemented with theoretical and critical readings.

**SPANL 376 Studies in the Spanish and Latin American Essay**

Spring. 4 credits. Prerequisite: a course taught in Spanish at the 300 level or equivalent.

T R 10:10-11:25. U. J. DeWinter.

A study of essays written in the first half of the twentieth century by Spanish and Latin American intellectuals, many of whom maintained an active dialogue across the Atlantic. The course will emphasize their contributions to our understanding of cultural identity and civilization; the relation of language to culture; *Don Quijote* as symbol of Spanish and Hispanic life and culture; education as guardian or representative of cultural values; and the development of the individual personality and human dignity. Principal essayists include Unamuno, Ortega y Gasset, A. Castro, S. Ramos, J. Rodó, J. Vasconcelos, and O. Paz. Related essays by other writers. Readings, discussions, and papers. Course taught primarily in Spanish.

**[SPANL 377 The Contemporary Spanish Novel (Part I)]**

4 credits. Not offered 1994-95.]

**SPANL 378 The Contemporary Spanish Novel (Part II)**

Fall. 4 credits.

T R 10:10-11:25. A. Monegal.

A thematic and structural study of the Spanish novel of the last years of the Dictatorship and the beginning of the new democratic period, including works written by Juan Luis Goytisolo, Benet, Marsè, Martín Gaité, Espinosa, and Ortiz from the late 1960s to the present. The texts will be discussed in relation to the political transition and social transformation, and as experimental narrative models. Supplementary theoretical and critical readings.

**[SPANL 379 Luis Buñuel and the Cinema of Poetry (also Theatre Arts 389)**

4 credits. Not offered 1994-95.]

**[SPANL 380 Spain during the Franco Regime**

4 credits. Not offered 1994-95.]

**[SPANL 385 The Nineteenth-Century Spanish Novel (also Spanish Literature 485) #**

4 credits. Not offered 1994-95.]

**[SPANL 386 Studies in Spanish Realism and Naturalism #**

4 credits. Not offered 1994-95.]

**[SPANL 389 The Generation of 1898 #**

4 credits. Not offered 1994-95.]

**[SPANL 390 Fiction of Manuel Puig (also Spanish Literature 496) @**

4 credits. Not offered 1994-95.]

**[SPANL 391 The Post-Civil War Drama in Spain**

4 credits. Not offered 1994-95.]

**[SPANL 392 The Spanish Vanguard Theater: Lorca and Valle-Inclán**

4 credits. Not offered 1994-95.]

**[SPANL 393 Modern Spanish Short Fiction**

4 credits. Not offered 1994-95.]

**[SPANL 394 Trans-Atlantic Renaissance (also Comparative Literature 394) #**

4 credits. Not offered 1994-95.]

**[SPANL 396 Modern U.S.-Hispanic Prose Fiction**

4 credits. Not offered 1994-95.]

**[SPANL 397 Colombian Literature @**

Spring. 4 credits. Conducted in Spanish.

T R 2:55-4:10. J. Tittler.

Readings from the rich Colombian tradition will include such renowned texts as Isaacs' *María*, Rivera's *La vorágine*, and García Márquez's *El amor en los tiempos del cólera*, as well as works by authors of national prominence, such as León de Greiff, Porfirio Barba-Jacob, Enrique Buenaventura, Alvaro Cepeda Samudio, and Gustavo Álvarez Gardeazábal. Several "Neo-Colombian" (U.S. Hispanic) authors, such as Jaime Manrique, Silvio Martínez Palau, and Andrés Berger, will also be included.

**[SPANL 398 Post-Revolutionary Mexican Novel @**

Spring. 4 credits. Conducted in Spanish.

M W F 1:25. D. Castillo.

This course will be concerned with the rapport between literary, historical, and socio-cultural systems. We will reflect on these themes in the context of recent Mexican writing, starting with a study of the nature and role of history (and/or propaganda) in the literature and examining how post-revolutionary Mexican prose represents a struggle for (1) a new conception of Mexico (as a geographical and socio-historical entity), and (2) a new mode of writing, a new use of language. We will read essays by Vasconcelos, Reyes, and Paz, selections from Guzmán's memoirs of the Revolution, and novels by authors such as Fuentes, Rulfo, Sainz, Garro, Poniatowska, and Castellanos.

**[SPANL 399 Spanish Film**

Spring. 4 credits.

M W F 2:30. A. Monegal.

Examines the evolution of Spanish cinema during and after Franco's dictatorship, both

from a historical and a cinematic perspective. The focus will be on film as document, taking into account its potential for the representation of reality, and on film as fiction, analyzing its narrative techniques. Special attention will be given to the encoding of political discourse under a system of censorship. Selected films include works by Buñuel, Saura, Erice, and Almodóvar, among others.

**[SPANL 400 Gender and Sexuality in Latin America (also Spanish Literature 300) @**

4 credits. Not offered 1994-95.]

**[SPANL 402 Latin American and Latino Video (also HASP 402 and Theatre Arts 402)**

4 credits. Not offered 1994-95.]

**[SPANL 406 Literature and Philosophy**

Spring. 4 credits. Conducted in Spanish.

W 2:30-4:25. C. Arroyo.

Study of the need to know the canonical texts of European philosophy—and theology—to be able to read European literatures with rigor. The very notion of "rigorous reading"; philosophical ideas on humans and the universe, and literary structure and character. Criteria of hierarchy according to philosophers and their reflection on the role of the women, black, Indian, and new Christian in literature. Similar problems in the twentieth century. Readings include: Aristotle, Aquinas, Erasmus, Huarte de San Juan, Tirso's *Le prudencia en la mujer*, *La vida es sueño*, Unamuno, Heidegger, Ortega, J. A. Valente.

**[SPANL 415 The Black Within: Hispanic Race and Literature @**

3 credits. Not offered 1994-95.]

**[SPANL 418 Multiculturalism (also Society for the Humanities 418)**

Spring. 3 credits. Lectures and readings will be conducted in Spanish. Limited to 17 students.

To be arranged. N. García-Canciani.

The different types of multi-culture, multi-ethnicity, postclassicism, transnationalization. The development of the national and local cultures in an era of globalization. Theoretical and methodological challenges for the cultural studies in the humanities and social sciences. New demands for the political cultures in the United States and Latin America.

**[SPANL 419-420 Special Topics in Hispanic Literature**

419, fall; 420, spring. 2-4 credits each term.

Prerequisite: permission of instructor.

Staff.

Guided independent study of specific topics.

For undergraduates interested in special problems not covered in courses.

**[SPANL 429-430 Honors Work in Hispanic Literature**

429, fall; 430, spring. 8 credits. Year-long

course, R grade fall semester, letter grade

spring semester. Limited to seniors. Prerequisite:

permission of instructor.

J. Kronik.

**[SPANL 440 Medieval Spanish Literature #**

4 credits. Not offered 1994-95.]

**[SPANL 445 Spanish-American Mystery Fiction @**

4 credits. Not offered 1994-95.]

**[SPANL 450 Literature of Conquest #**

4 credits. Not offered 1994-95.]

**[SPANL 451 Spanish Theater of the Golden Age #**

4 credits. Not offered 1994-95.]

**[SPANL 455 Cervantes: *Don Quijote* (also Spanish Literature 355) #**

Fall. 4 credits.

T R 11:40-12:55. C. Arroyo.

See Spanish 355 for description.

**[SPANL 466 Golden Age Spanish Short Fiction #**

4 credits. Not offered 1994-95.]

**[SPANL 468 Spanish Poetry of Golden Age #**

4 credits. Not offered 1994-95.]

**[SPANL 469 Mystics and Moralists #**

4 credits. Not offered 1994-95.]

**[SPANL 475 Fiction of the Picaresque Novel in Spain and Spanish America (also Comparative Literature 475) #**

Spring. 4 credits.

M W F 12:20. M. A. Garces.

See Spanish 375 for description.

**[SPANL 479 Colonial Spanish-American Literature: Voices of the Colonized # @**

Fall. 4 credits. Conducted in Spanish.

T R 1:25-2:40. J. Piedra.

The birth of dissent within Spanish colonial literature as a semi-official, alternative compendium of other vehicles of expression: history and philosophy, grammar and religion, "anthropology" and "ethnology." The emphasis is on the dissenting voices of Native Americans, Blacks, and women, as well as other "minorities" as they converge in the emergence of a "Creole" conscience. The textual selections or complete works to be considered emphasize the aspects of colonial texts that attempted to side with the "colonized" or that were indeed written by them. The list includes the following authors: Columbus, Pané, Las Casas, Inca Garcilaso, Guamán Poma, Silvestre de Balboa, Madre Castillo, Motolinía, Concolorcorvo, Mateo Alemán, Sor Juana, and Lizardi.

**[SPANL 481 Eighteenth- and Nineteenth-Century Spanish Drama #**

4 credits. Not offered 1994-95.]

**[SPANL 485 The Nineteenth-Century Spanish Novel (also Spanish Literature 385) #**

4 credits. Not offered 1994-95.]

**[SPANL 488 The Novel in Early Twentieth-Century Spain**

4 credits. Not offered 1994-95.]

**[SPANL 489 Hispanic Romanticism #**

4 credits. Not offered 1994-95.]

**[SPANL 490 Surrealism in Spain**

4 credits. Not offered 1994-95.]

**[SPANL 491 The Poetics of Tragedy in Contemporary Spanish Drama**

4 credits. Not offered 1994-95.]

**[SPANL 492 Latin-American Women Writers (also Women's Studies 481 and Comparative Literature 482) @**

4 credits. Not offered 1994-95.]

**[SPANL 494 Testimonial Narratives: U.S. Latinos at War (also English 442 and Hispanic American Studies Program 442)**

Spring. 4 credits.

TBA. B. V. Olguin.

This course examines multi-media representations of U.S. Latinos at war in contexts that range from their roles in foreign conflicts as "U.S. Government Issue Personnel" (G.I.'s), to their emergence as nationalist and internationalist cadres in certain wars of national liberation. The texts examined include memoirs, testimonial narratives, testimonial fiction, narrative poetry, drama, feature and documentary film, and also various aural vernacular texts from corridos to rap. Students will consider the broader implications of the dramatic ruptures manifested by, and represented in the cultural production associated with warfare, where hegemonic notions of aesthetics and subjectivity, nation and nationality, as well as identity and ideology are called into question.

**SPANL 495 Gabriel García Márquez @**  
Spring. 4 credits.

T R 11:40–12:55. J. Tittler.  
The full range of genres of the 1982 Nobel laureate will be examined, including selections from his journalistic writings, his short stories, his screenplays, and his novels. The immense body of critical studies on the Colombian master, especially with respect to *Cien años de soledad*, will be incorporated into class discussions and lectures. Reaching an informed assessment of his place in Hispanic and Western letters will be the aim of our investigation.

**SPANL 496 The Fiction of Manuel Puig (also Spanish 390) @**  
4 credits. Not offered 1994–95.]

**SPANL 497 Modern Spanish Poetry and Poetics**  
4 credits. Not offered 1994–95.]

**SPANL 498 Mallarmé in Latin America @**  
4 credits. Not offered 1994–95.]

**SPANL 639–640 Special Topics in Hispanic Literature**  
639, fall; 640, spring. 4 credits each term. Staff.

**SPANL 642 Libro de Buen Amor and Celestina #**  
4 credits. Not offered 1994–95.]

**SPANL 667 Seminar in Golden Age Literature: Golden Age Poetry and Poetics #**  
4 credits. Not offered 1994–95.]

**SPANL 669 Mystics and Moralists (also Spanish 469) #**  
4 credits. Not offered 1994–95.]

**SPANL 686 Seminar in Nineteenth-Century Spanish Literature #**  
4 credits. Not offered 1994–95.]

**SPANL 690 Hispanic Feminisms (also Women's Studies 692)**  
4 credits. Not offered 1994–95.]

**SPANL 691 The Poetics of Tragedy in Contemporary Spanish Drama**  
Fall. 4 credits.

R 2:30–4:25. A. Monegal.  
Examines redefinitions of tragedy by three twentieth-century Spanish playwrights: Unamuno, Valle Inclán, and García Lorca. The dramatic and theoretical formulations of their poetics will be analyzed in comparison with classical models. Reference will be made to precedents in the Spanish tradition and to later manifestations of the tragic mode in the works of Buero Vallejo, Sastre, and Arrabal.

**[SPANL 693 Freud in Latin America (also Comparative Literature 697) @**  
4 credits. Not offered 1994–95.]

**SPANL 694 Seminar in Modern Spanish Literature: Modern Critical Theory and Its Practice**

Spring. 4 credits. Conducted in Spanish.

T R 2:55–4:10. J. Kronik.  
On the basis of selected key readings, the participants in this seminar will discuss the changing character of modern literary theory from formalism to the present. A series of texts, concentrated on narrative from both Spain and Spanish America, will be read in the light of these successive currents. Participants' interests will be taken into account in the selection of texts. There will be several written exercises and a term paper.

**[SPANL 695 Postmodern Spanish American Fiction @**

4 credits. Prerequisite: permission of instructor. Conducted in Spanish. Not offered 1994–95.]

**[SPANL 697 Hispanic Poetry and The Visual Arts**

4 credits. Not offered 1994–95.]

## RUMANIAN

See Department of Modern Languages and Linguistics—Romanian.

## RUSSIAN

E. W. Browne, P. Carden (director of undergraduate studies [literature], 235 Goldwin Smith Hall, 255-8350), G. Gibian, R. L. Leed, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro.

### The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 101–102, 201–202, and 303–304 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 102 or the equivalent. Students who elect to major in Russian should consult both Professor Carden and Professor Leed as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301–302 or 303–304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit toward the 12 courses of Russian literature in the original language required for the major.

### Study Abroad

Cornell Abroad has opened a program at the Russian Theatre Academy in Moscow for Cornell students to study the Russian language

and selected topics connected with Russian culture. Further information is available from the Cornell Abroad office, 474 Uris Hall.

Cornell is an affiliated institution in the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Wayles Browne.

**Honors.** Students taking honors in Russian undertake individual reading and research and write an honors essay.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

### Freshman writing seminar requirement.

The following courses will satisfy the freshman writing seminar requirement: Russian 103, 104, 105, 108, and 109.

## Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

## Russian Literature

P. Carden (director of undergraduate studies, 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro.

The Department of Russian Literature offers a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc. Students interested in majoring in Russian are strongly urged to take Russian 101–102 as soon as possible, preferably in their first year, or by their second at the latest. Russian 203–204, offered by the Department of Modern Languages and Linguistics, and Russian 201–202, offered by the Department of Russian Literature, complete basic language instruction and introduce students to literature. A further sequence of literature courses in Russian follows Russian 202.

For further information about courses and majors, see Modern Languages and Linguistics.

### RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature

Fall or spring. 3 credits.

Fall: M W F 10:10 or T R 10:10–11:25.

Spring: M W F 10:10. Staff.

Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whither Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West for a model in its development. We will be reading such Russian authors as Turgenev,

Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument. All reading is in English translation.

**RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces**

Fall or spring. 3 credits.

Fall: M W F 9:05 or 12:20. P. Carden and staff. Spring: M W F 11:15. Staff.

This course will introduce students to a broad selection of the major works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All reading is in English translation.

**RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces**

Fall or spring. 3 credits.

Fall or spring: T R 11:40-12:55. Staff.

Russian literature in the twentieth century has endured many ups and downs. At times it has produced great masterpieces of modern art. At times it has been forced into the dry mode of "socialist realism," in which it had to voice the ideas forced upon it by a totalitarian government. Russian authors have been glorified as the voice of the nation, and they have also perished in concentration camps in the far north of Siberia. In this course we will read a representative selection of these authors, including those who took the path of art, those who bent to the "social command," and those who assumed a politically dissident stance. Among the authors read will be Babel, Pasternak, Olesha, and Solzhenitsyn. All reading is in English translation.

**[RUSSL 108 Freshman Writing Seminar: 100 Years of Russian Fiction (1830-1930)]**

Fall. 3 credits. Not offered 1994-95.

M W F 10:10. N. Pollak.

What is the "truth" of the work of fiction? Native responses to Russian literature in the nineteenth and twentieth centuries have included two apparently antithetical—and passionately proclaimed—responses to this question. According to one view, that truth lies in the ideal content of the work, its fidelity to "objective" reality, and its social relevance. According to the other view, which arose in part as a response and counterweight to the first, the truth is inseparable from the stylistic aspects of the work. In reading short fiction by such writers as Pushkin, Gogol, Tolstoy, Chekhov, and Babel, we will attempt to examine the ways each of them asserts his conception of the truth—and the ways these approaches must overlap in the determination of the complex truth that is the work of art.]

**RUSSL 109 Freshman Writing Seminar: Russian Science Fiction**

Spring. 3 credits.

T R 10:10-11:25. P. Burge.

This course will explore the rich and prophetic tradition of science fiction in Russian literature. Beginning with Dostoevsky's "Legend of the Grand Inquisitor," Russian authors used fictional discourse to probe questions of social organization and human destiny. Zamiatin's *We* prefigured

twentieth-century anti-utopias like Orwell's *1984* and Huxley's *Brave New World*. Other authors as various as Bogdanov, Chernyshevsky, and Bulgakov proposed alternative societies. Modern writers like the Strugatsky brothers investigate the effects of technology on society. We will identify and analyze the distinctive themes of Russian science fiction from the mid-nineteenth century to the present, and investigate the literary methods each author uses when writing in the genre. Attention will be paid also to the historical, social, and political situations in which the works were produced.

**RUSSL 201-202 Readings in Russian Literature #**

201, fall; 202, spring. 3 credits each term.

Prerequisites: qualification in Russian; 201 is prerequisite to 202. Open to freshmen.

Fall or spring: M W F 1:25. G. Shapiro.

These courses are designed as the initial courses students take after qualification in Russian and are conducted mainly in Russian. Considerable guidance is provided, however, and there is no presumption of fluency. The goals of the courses are to introduce students to Russian literature in the original, to sample differing literary styles, and to accomplish both with minimal recourse to English in class. Several short papers in Russian and English will be assigned. Readings from nineteenth- and twentieth-century masters of prose and verse such as Pushkin, Lermontov, Tiutchev, Tolstoy, Chekhov, Babel, and Zoshchenko.

**RUSSL 207 Themes from Russian Culture #**

Spring. 3 credits.

M W F 2:30. G. Shapiro.

This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). It includes within its scope various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginnings through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.

**[RUSSL 208 Themes from Russian Culture II]**

Spring. 3 credits. Not offered 1994-95.

M W F 1:25. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). It includes various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought over the last two hundred years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

**RUSSL 274 Jewish Civilization in Eastern Europe, 1814-1939 (also JWST 274)**

Fall. 2 credits.

R 1:25-4:25. A. Nadler.

An introduction to the social, intellectual and literary history of the Jews of Eastern Europe

in the modern period, as reflected in primary texts (in English translation). The course will explore the full range of Jewish religious, cultural, and political movements of this period, such as hasidism, the *haskala* (Jewish enlightenment), and the varieties of modern Jewish nationalism, through the prism of their greatest literary works.

**[RUSSL 314 Intellectual Background of Russian Literature, 1825-1930 #]**

Not offered 1994-95.]

**[RUSSL 331 Introduction to Russian Poetry #]**

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1994-95.

T R 2:55-4:10. S. Senderovich.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.]

**[RUSSL 332 Russian Drama and Theatre Fall. 4 credits. Not offered 1994-95.]**

T R 2:55-4:10. S. Senderovich.

Selected topics. Discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater will be especially emphasized. Among the works we will be studying will be Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings will be in English translation. Additional assignments in critical literature will be made for graduate students.]

**[RUSSL 333 Twentieth-Century Russian Poetry]**

Spring. 4 credits. Not offered 1994-95.

T R 11:40-12:55. N. Pollak.

Close readings of lyrics by major twentieth-century poets. All reading is in Russian. Geared towards undergraduates.]

**RUSSL 334 The Russian Short Story #**

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students.

M W F 2:30. G. Gibian.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.

**[RUSSL 335 Gogol #]**

Spring. 4 credits. There may be a special section for students who read Russian; if they are Russian majors, they may count this course as one in the original language. Also open to graduate students. Not offered 1994-95.

M W F 2:30-3:45. Staff.

Selected works of Gogol read closely and viewed in relation to his life and to the literature of his time. Readings in English translation.]

**[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350) #]**

Spring. 4 credits. Not offered 1994-95.



T R 2:55-4:10. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasts who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.]

**[RUSSL 367 The Russian Novel (also Comparative Literature 367) #**

Fall. 4 credits. Also open to graduate students. Special discussion section for students who read Russian.

M W F 11:15. G. Gibian.

Sentimentalism, Romanticism, Realism, Modernism. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others. Readings in English translation.

**[RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost" #**

Fall. 4 credits. Also open to graduate students. There will be a special section for students who read Russian. Not offered 1994-95.

T R 1:25-2:40. M. Scammell.

An introductory survey of Soviet literature, beginning with the revolutionary fervor of the twenties, continuing through the dark days of the thirties and the war years of the forties, and ending with an account of Khrushchev's "thaw," the rise of the dissident movement and the introduction of "glasnost." Writers and movements to be discussed include Mayakovsky and the Futurists; Zamyatin, Platonov and anti-utopian fiction; Gorky and Socialist Realism; Gulag literature; Pasternak; Solzhenitsyn and the dissidents; the meaning of "glasnost."]

**[RUSSL 369 Dostoevsky (also Comparative Literature 383) #**

Fall. 4 credits. Not offered 1994-95.]

**[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also Comparative Literature 395) #**

Spring. 4 credits. Not offered 1994-95.

T R 1:25-2:40. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.]

**[RUSSL 375 Literature of the Soviet Period, 1917-1945**

Fall. 4 credits. Prerequisite: permission of instructor. Also open to graduate students. Russian majors may do part or all of the reading in Russian by prior agreement with the instructor. Not offered 1994-95.

T R 11:40-12:55. M. Scammell.

A survey of the development of Russian literature during the second quarter of the twentieth century, with the emphasis on attempts to create a purely Soviet literature but also taking into account the achievements of non-Soviet writers, including émigrés and the so-called fellow travelers.]

**[RUSSL 376 Literature of the Soviet Period, 1945-1985**

Spring. 4 credits. Prerequisite: permission of instructor. Also open to graduate students. Russian majors may do part or all of the reading in Russian by prior agreement with the instructor. Not offered 1994-95.

T R 11:40-12:55. M. Scammell.

A survey of the development of Soviet literature after World War II, including the thaw, the literature of the Gulag, the rise of the dissident movement, and the creation of the "third emigration."]

**[RUSSL 377 Baltic Literature (also German Studies 377)**

Fall. 4 credits. Not offered 1994-95.

T R 11:40-12:55. I. Ezergailis.

Estonia, Latvia, and Lithuania have created a rich literary tradition since the beginning of a written indigenous culture in the nineteenth century. We will read texts from each of these literatures, selected for their quality, importance, and the availability of acceptable translations, representing, as much as possible, writers from the pre-Soviet independence period, those writing under Soviet rule, and émigrés.]

**[RUSSL 379 The Russian Connection (also Comparative Literature 379) #**

Spring. 4 credits. Not offered 1994-95.

T R 2:55-4:10. P. Carden.

Our topic will be the development of a poetics of introspection in European prose in the course of the 19th century, culminating in two major Russian novels: Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among other works we will read: Constant's *Adolphe*, Stendhal's *Charterhouse of Parma*, and several short works relevant to the theme.]

**[RUSSL 380 Soviet Dissident Literature—Its Role in the Collapse of the USSR**

Fall. 4 credits. Not offered 1994-95.

T R 1:25-2:40. M. Scammell.

A study of the dissident movement 1963-83. Defining the varieties of dissidence: literary, cultural, religious, and political. Literature as a social force as seen in the works of Pasternak, Solzhenitsyn, Sinyavsky-Tertz, Voinovich, Zinoviev. The role of the third emigration in forcing change. The course is intended for students of government as well as of Russian and Soviet literature.]

**[RUSSL 384 Dialogue in/as Text (also Comparative Literature 384)**

Spring. 4 credits. Not offered 1994-95.

M W F 10:10. P. Carden.

An examination of the principle of dialogue and dialogism as it appears in fictional discourse. Using the theories of Mikhail Bakhtin as a point of departure, we will examine the use of dialogue as a form of discourse beginning with Plato's *Phaedrus*. Dostoevsky's novels *Notes from Underground*, *The Possessed*, and *Brothers Karamazov* will be discussed as dialogic, or polyphonic forms of discourse. Finally, we will discuss selected works of Gide, Sartre and Camus, who acknowledged their debt to Dostoevsky, to see if they are indeed polyphonic in structure.]

**[RUSSL 385 Reading Nabokov (also Comparative Literature 385 and English 379)**

Fall. 4 credits.

T R 2:55-4:10. G. Shapiro.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the

outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on his two splendid achievements as a Russian writer, *The Defense* (1930) and *Despair* (1934) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation of a Small Creature* (1957).

**[RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)**

Spring. 4 credits. Not offered 1994-95.

M W F 9:05. G. Gibian.

From the French Revolution to the present. Problems of relations between politics and the writer. Literary representations of conflict between political ideologies (ideas of revolution, justice, nationalism) and private needs (art, nature, love, order). Marx, Flaubert, Dostoevsky, Conrad, Trotsky, Lenin, V. S. Naipaul, Richard Wright, Solzhenitsyn, Kundera, and others. Some poetry will also be included.]

**[RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)**

Fall. 4 credits. Not offered 1994-95.

T R 1:25-2:40. G. Gibian.

The course will study developments in literature (and to some extent in other areas of culture) in Hungary, Poland, Slovakia, the Czech Republic, Croatia, and Serbia in the most recent periods. We shall focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required. The reading will be done in English translation.]

**[RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)**

Fall. 4 credits. Not offered 1994-95.

T R 2:55-4:10. G. Gibian and others.

The course will deal with various aspects of the general subject of national identity and feeling. In addition to studying the political phenomenon of nationalism, we will also study the roles played by national awareness in the perception of one's identity, the self-images of national character, stereotypes of national and ethnic qualities, and the relation between a sense of belonging to a nation and various other groups. Case studies of several nations and ethnic groups. There will be guest lecturers.]

**[RUSSL 393 Honors Essay Tutorial**

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

Hours to be arranged. Staff.

**[RUSSL 400 Reading the Great Tradition #**

Spring. 4 credits. Prerequisite: Russian 202 or equivalent. Recommended: a course at the 300 or 400 level in which reading has been done in Russian. This course may be counted toward the 12 credits of Russian literature in the original language required for the Russian major. Not offered 1994-95.

T R 11:40-12:55. S. Senderovich.

The course is designed to improve the reading facility of advanced undergraduates and beginning graduate students who will read their first novel in Russian, while paying close attention to stylistic qualities.]

**RUSSL 404 History and Nationality in Russia and Eastern Europe (also S Hum 404)**

Fall. 3 credits. Limited to 17 students.

T 12:20-2:15. L. S. Chekin.

Ethnicity and nationality appear as the main forces behind the recent dramatic changes on the map. The seminar addresses these issues in Belarus', Russia and Ukraine, mainly from a historical perspective (starting in the Middle Ages), but also in the context of rising ethnic and national consciousness throughout the world.

**[RUSSL 409 Russian Stylistics]**

Fall. 4 credits. Also open to graduate students. Prerequisite: three years of Russian. Not offered 1994-95.

T R 1:25-2:40. S. Senderovich.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.]

**[RUSSL 415 Postsymbolist Russian Poetry]**

Spring. 4 credits. Open to graduate students. Prerequisite: permission of instructor. Not offered 1994-95.

M W 2:30-4. N. Pollak.

We will examine works by three poets in the first quarter of this century: Innokentij Annenskij, the Symbolist whom the Acmeists considered their mentor; Osip Mandelstam, a founding Acmeist; and Boris Pasternak, associated, at least for a time, with the Futurists. Through close readings of their verse, and also critical prose and manifestos, we will attempt to determine some of the general features that link poets of such diverse orientations in the years following the crisis of Symbolism. We will also outline the features that distinguish them as representative of their respective movements.]

**[RUSSL 423 Russian Formalism (also Comparative Literature 423)]**

Fall. 4 credits. Not offered 1994-95.

M W F 1:25. N. Pollak.

This is a course on Russian Formalism, a trend in literary interpretation that flourished in the 1910s and the first part of the 1920s. We will read the writings of such scholars as Tynianov, Eikhenbaum, Shklovsky, and Jakobson, as well as the works they studied. The course provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism—and in other disciplines, such as linguistics and anthropology. The course also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. No knowledge of Russian is required.]

**RUSSL 431 Contemporary Russian Prose**

Spring. 4 credits. Prerequisites: Russian 301-302 or 303-304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in

the original language for the Russian major. Graduate students may audit the course.

T R 2:55-4:10. M. Scammell.

This course is designed to acquaint students with the way Russian prose has developed during the past forty years. Although the emphasis will be on comprehension of the text, we will also discuss literary structure, modern literary history, social and political problems, and the ways in which life in the Soviet Union is reflected in its literature. Authors to be read include Viktor Nekrasov, Yuri Kazakov, Alexander Solzhenitsyn, Varlam Shalamov, Abram Tertz (Andrei Sinyavsky), Vasilii Aksyonov, and Tatyana Tolstaya. This course is specifically intended for third- and fourth-year Russian majors.

**[RUSSL 432 Pushkin #]**

Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor.

This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1994-95.

T R 11:40-12:55. G. Gibian.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.]

**RUSSL 491 Reading Course: Russian Literature in the Original Language**

Fall or spring. 1 credit each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

**RUSSL 492 Supervised Reading in Russian Literature**

Fall or spring. 1-4 credits each term.

Prerequisite: permission of instructor.

Hours to be arranged. Staff.

**[RUSSL 499 The Avant-Garde in Russian Literature and the Arts]**

Spring. 4 credits. Open to any student who has completed Russ L 202. May be used in satisfaction of the twelve hours of reading in Russian required for the Russian major. Not offered 1994-95.

T R 1:25-2:40. P. Carden.

In this course we will examine closely representative short texts in Russian by such leading figures of the Russian avant-garde as Blok, Belyi, Remizov, Mayakovsky, Khlebnikov, Kruchenykh, and Babel. We will also examine related developments in theater, film, and the visual arts.]

**Graduate Seminars**

**[RUSSL 600 Proseminar: Research Methodology in Russian Literature]**

Fall. 4 credits. Not offered 1994-95.

W 3:45-5:45. P. Carden.

This course is intended for graduate students beyond the first-year level who want a more advanced training in research methodology. Among the topics to be covered are the research library, its resources and obstacles; bibliography of Russian literature and culture; Russian archives, what they contain and how to use them; finding and evaluating information; reading criticism analytically; evaluating different editions of an author's works; editing and revising a paper to meet professional standards of cogency and format. Each student should be working concurrently on a paper, which might be an upgrading of a

seminar paper, a draft of the master's essay, or a chapter of the dissertation.]

**RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose**

Spring. 4 credits.

T 4:15-6:15. G. Gibian.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.

**RUSSL 611 Supervised Reading and Research**

Fall or spring. 2-4 credits. Prerequisite: permission of the department.

Hours to be arranged. Staff.

**[RUSSL 615 Postsymbolist Russian Poetry]**

Not offered 1994-95.

For description see Russian 415.]

**[RUSSL 617-618 Russian Stylistics I and II]**

Not offered 1994-95.]

**[RUSSL 619 Seventeenth-Century Russian Literature]**

Fall. 4 credits. Not offered 1994-95.

W 3:35-5:35. G. Shapiro.

Seventeenth-century Russian literature is often studied together with Medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In scholarship the seventeenth century is referred to as the Age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts, genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.]

**[RUSSL 620 Twentieth-Century Russian Poetry]**

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Not offered 1994-95.

W 3:35-5:35. N. Pollak.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.]

**[RUSSL 621 Old Russian Literature]**

Fall. 4 credits. Not offered 1994-95.

T 4:15-6:15. S. Senderovich.

A survey.]

**[RUSSL 622 Eighteenth-Century Literature]**

Spring. 4 credits. Not offered 1994-95.

T 4:15-6:15. S. Senderovich.

Introduction to the first century of modern Russian literature. Cultural identity of the age: Baroque, Neo-Classicism, Enlightenment, Sentimentalism. Reading of representative texts of the major writers of the century: Trediakovskiy, Lomonosov, Sumarokov, Novikov, Karamzin, etc. Main connections with nineteenth-century literature: roots, evolution, intertextuality.]

**[RUSSL 623 Early Nineteenth-Century Literature]**

Not offered 1994-95.]

**RUSSL 624 Russian Romanticism**

Spring. 4 credits. Taught in Russian.

R 4:15–6:15. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism. The Age of Romanticism encompasses the first four decades of the nineteenth century. Zhukovsky, Batiushkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions to the texts of the golden age and cannot be properly understood without it.

**[RUSSL 625 Russian Realism**

Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1994–95.

W 3:35–5:35. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of several important theorists, in particular those of Lydia Ginzburg.]

**[RUSSL 626 The Tradition of Russian Poetry**

Spring. 4 credits. Not offered 1994–95.

F 2:30–4:30. N. Pollak.

This course will examine a selection of poems that have been particularly important for the tradition of Russian literature in the nineteenth and twentieth centuries. Our focus will include critical and literary responses to these poems as well as close readings.]

**[RUSSL 630 Gogol**

Fall. 4 credits. Taught in Russian. Not offered 1994–95.

W 4:15–6:15. G. Shapiro.

Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.]

**[RUSSL 635 Russian Literary Criticism of the Twentieth Century (also Comparative Literature 635)**

Spring. 4 credits. Not offered 1994–95.

W 3:35–5:35. P. Carden.

A survey of twentieth-century Russian contributions to critical theory and practice. Texts by the symbolists, the formalists, the school of Bakhtin, the folklorists, and the structuralists will be read and analyzed. A reading knowledge of Russian is desirable, although alternative readings in English translation can be arranged for otherwise qualified students.]

**[RUSSL 650 Russian Intellectual History**

Spring. 4 credits. Not offered 1994–95.

R 4:15–6:15. S. Senderovich.

Nineteenth- and twentieth-century selected topics. Taught mostly in English.]

**[RUSSL 669 Seminar: Dostoevsky**

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1994–95.

R 4:15–6:15. G. Gibian.

Study of representative works from various periods of Dostoevsky's life, from *Poor Folk* and *The Double* to *The Brothers Karamazov*, including some articles, speeches, and parts of *The Diary of a Writer* against the context of nineteenth-century Western European and Russian literature. A variety of critical and scholarly approaches (from Russian formalists to 1980s Western scholars) will be sampled and evaluated.]

**RUSSL 671 Seminar in Nineteenth-Century Russian Literature**

Fall. 4 credits.

W 2:30–4:30. Topic: *War and Peace*.

P. Carden.

**[RUSSL 672 Seminar in Twentieth-Century Russian Literature**

Fall. 4 credits. Open to advanced undergraduates. Not offered 1994–95.

M 4:30–6:30. N. Pollak.]

**[RUSSL 673 The Russian Nabokov**

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1994–95.

R 4:15–6:15. M. Scammell.

Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but all the works discussed also exist in English translation.]

**[RUSSL 674 Solzhenitsyn and the Literature of the Gulag**

Fall. 4 credits. Not offered 1994–95.

T 4:15. M. Scammell.]

**RUSSL 675 Russian Literature, 1917–1945**

Fall. 4 credits.

R 4:15–6:15. Staff.

This semester will focus on the achievements of Russian prose between the two World Wars. Among the authors whose works will be closely read and discussed, there are Babel, Olesha, Zoshchenko, Ilf and Petrov, Bulgakov, and Nabokov.

**[RUSSL 676 Russian Literature, 1945–Present**

Spring. 4 credits. Not offered 1994–95.

R 4:15–6:15 p.m. G. Gibian.]

**[RUSSL 698 Russian Symbolism**

Fall. 4 credits. Also open to qualified undergraduates with permission of instructor. Not offered 1994–95.

W 3:35–5:35. P. Carden.

Around 1886 the trends in French culture represented by Baudelaire and Mallarmé crystallized into a new cultural movement, called in some of its aspects the Decadence and in others Symbolism. The new sentiments about the nature of art spread throughout Europe, drawing in England, the Scandinavian countries, Germany, and Russia. The first stirrings of Symbolism were in the ascendant in Russian cultural life and it

remained the dominant force until 1910. Our task will be to study the phenomenon of Symbolism as it touched the arts in Russia, including not only literature, but dance, theater, and the visual arts. Because Symbolism was a movement that cut across national boundaries, we will study the seminal works of European art that created the climate in which Russian Symbolism was conceived and came to maturity.]

**[RUSSL 699 Russian Modernism**

Spring. 4 credits. Also open to qualified undergraduates with permission of instructor. Not offered 1994–95.

W 3:35–5:35. P. Carden.

We will be investigating the rich and innovative period of the avant-garde in Russia from 1910 to 1925. In addition to examining outstanding works in a variety of forms, we will look at the movements, social context, and ties to the European avant-garde. Among the writers whose works we will examine are Blok, Bely, Mayakovsky, Khlebnikov, Pilnyak and Babel. We will examine theater through the Futurist performance piece, "Victory Over the Sun," through Meyerhold's productions of Mayakovsky's plays and other experimental pieces, and through mass spectacles. We will discuss the film theories of Eisenstein and Dziga Vertov and see several of their films. In the visual arts we will be examining the experiments of Larionov and Goncharova, Malevich, Kandinsky, and Tatlin. We will also look at the photomontage of Rodchenko.]

**[RUSSL 701 Proseminar: Methods in Research and Criticism**

Not offered 1994–95.]

**RUSSIAN AND EAST EUROPEAN STUDIES MAJOR**

See "Special Programs and Interdisciplinary Studies."

**SANSKRIT**

See Department of Modern Languages and Linguistics.

**SERBO-CROATIAN**

See Department of Modern Languages and Linguistics.

**SCIENCE AND TECHNOLOGY STUDIES****(History, Philosophy, Sociology, and Politics of Science and Technology)**

S. Jasanoff, chair, R. N. Boyd, S. M. Brown Jr., emeritus, P. R. Dear, M. Dennis, H. Gottweis, J. P. Jarrett, R. Kline, B. V. Lewenstein, W. R. Lynn, R. W. Miller, T. J. Pinch, A. G. Power, M. W. Rossiter, P. J. Taylor, L. P. Williams, emeritus. Adjunct faculty: S. R. Barley, J. J. Brumberg, J. F. MacDonald, W. B. Provine, J. V. Reppy, Z. Warhaft

Science and technology profoundly affect our lives, often in ways we scarcely understand or perceive. The study of their historical formation, their conceptual structure and social organization, and their political and policy implications can yield important insights into the nature of the modern world.

Whether one looks at the history of quantum mechanics, the philosophy of evolution, the sociology of laboratory experiments, or the policy options for environmental protection, one learns about science and society by engaging in the study of both. None of the different dimensions of science and technology makes sense on its own; their integration is increasingly necessary in the worlds of research as well as teaching. The Department of Science and Technology Studies provides a focus for such work at Cornell.

The department administers two majors. The major in Science and Technology Studies aims to further students' understanding of the social and cultural meaning of science and technology and their ability to participate meaningfully in policy debates. Students may focus on the historical, philosophical, sociological, or political aspects of science and technology, within an overall plan aimed at providing a full appreciation of the place of science and technology in society. Students in the sciences or engineering also have the option of taking Science and Technology Studies as a minor or double major. Information may be obtained from the Biology and Society office, 275 Clark Hall, 255-6042.

The Biology and Society major is designed for students who desire strong training in biology and who also wish to acquire a background in the social, political, and ethical dimensions of the biological sciences. The undergraduate curriculum in biology and society is a major in the College of Arts and Sciences and in the College of Human Ecology. It is also offered as an optional curriculum for undergraduates entering the General Studies Program of the New York State College of Agriculture and Life Sciences. A full description of the Biology and Society major may be found in the section on Special Programs and Interdisciplinary Studies. Information and application materials may be obtained from the Biology and Society office, 275 Clark Hall (255-6042).

### The Science and Technology Studies Major

**Prerequisites:** Students intending to major in Science and Technology Studies will be required to complete the following courses before declaration of the major: i) two courses in history, philosophy, sociology, or government. (In choosing these courses students should be attentive to the prerequisites specified for S&TS courses they may wish to take later.) These courses cannot be used to fulfill the core or other course requirements for the major; ii) the science requirement of the College of Arts and Sciences; iii) mathematics or computer science courses in fulfillment of the Group Four distribution requirement.

**Core Courses:** Science and Technology Studies majors will be required to take:

- (i) either Science and Technology Studies 250 (Technology in Western Society) or Science and Technology Studies 282 (Science in Western Civilization); and

- (ii) either Science and Technology Studies 381 (Philosophy of Science: Knowledge and Objectivity) or Science and Technology 389 (Philosophy of Science: Evidence and Explanation); and
- (iii) either Science and Technology Studies 390 (also Government 309) or Science and Technology Studies 415 (Politics of Technical Decisions) or Science and Technology Studies 442 (Sociology of Science).

**Other Science and Technology Studies Courses:** Science and Technology Studies majors will be required to complete at least 21 credit hours of additional courses in Science and Technology Studies, subject to the following restrictions:

- (i) **Breadth requirement:** At least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
- (ii) **Depth requirement:** At least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.

**Additional Science Requirement:** In addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the students' major advisers.

### Course Offerings

History  
Philosophy  
Social Studies of Science  
Independent Study

### History

#### S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits.

M W F 12:20-1:10. M. W. Rossiter.

This course will survey the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

#### S&TS 250 Technology in Western Society (also Engineering 250 and Electrical Engineering 250)

Fall. 3 credits.

M W F 10:10-11:00. K. Ellison.

An examination of the history of technology in Western society from ancient Egypt to the present, focusing on Western Europe up to the British industrial revolution in the late eighteenth century, and on the United States thereafter. Topics include the economic and social aspects of industrialization; the myths of heroic inventors such as Morse, Edison, and Ford; the government's promotion and

regulation of technology through such measures as the patent system, the funding of research and development, and regulatory legislation; the origins of modern systems of mass production; and the spread of the automobile and microelectronics cultures in the United States.

#### S&TS 281 Science in Western Civilization (also History 281)

Fall. 4 credits. S&TS 281 is not a prerequisite to 282.

T R 11:40-12:55 plus disc to be arranged.

P. Dear.

These courses aim to make comprehensible, both to science majors and to students of the humanities, the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage; 282 covers the eighteenth, nineteenth, and early twentieth centuries.

#### S&TS 282 Science in Western Civilization (also History 282)

Spring. 4 credits.

T R 11:40-12:55. P. Dear.

This course deals with the development of modern science since the scientific revolution of the seventeenth century. The evolution of physics, chemistry, biology and medicine will be traced through the eighteenth and nineteenth centuries in a non-technical fashion. Attention will be paid to the social, political, and economic backgrounds. Readings will be from both original scientific papers and modern histories of these sciences. There will be two preliminary and a final examination.

#### S&TS 287 Evolution (also Biological Sciences 207 and History 287)

Fall. 3 credits.

T R 10:10-11, plus disc. W. B. Provine.

Evolution is the most central concept in biology. This course examines evolution in historical and cultural context. Aims of the course include understanding of the major issues in the history and current status of evolutionary biology, and exploration of the implications of evolution for culture. Issues range from controversies over mechanisms of evolution in natural populations to the conflict between creationists and evolutionists.

#### [S&TS 288 History of Biology (also Biology and Society 288)]

Spring. 3 credits. Prerequisite: one year of introductory biology. Not offered 1994-95. Staff.]

#### [S&TS 292 The Electrical and Electronic Revolutions (also Electrical Engineering 292 and Engineering 292)]

Spring. 3 credits. Not offered 1994-95.

R. Kline.

The course investigates the history of electricity in society from 1830 to the present by considering the technical and social history of telecommunications, the electric power



industry, microelectronics, radio, television, and computers. Emphasis is placed on the changing relationship between science and technology, the institutional context of research and development, the economic aspects of innovation, and the social relations of this technology.]

**S&TS 433 Comparative History of Science**

Spring. 4 credits.

M. W. Rossiter.

A survey of the major scientific institutions in foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.

**S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)**

Spring. 4 credits. Open to sophomores.

M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.

**S&TS 447 Seminar in the History of Biology (also Biology and Society 447, History 415, and Biological Sciences 467)**

Fall. 4 credits. Limited to 18 students.

Prerequisites: one year of introductory biology; permission of instructor is required and obtained by preregistering in E139 Corson.

Sem, T R 12:20–2:15. W. Provine. Specific topic will change each year. In fall 1994 the seminar will examine the "evolutionary synthesis" of the 1930s and 1940s and its aftermath up to the present. Readings will be drawn from scientists and from historians, sociologists and philosophers of science. The course will help students to evaluate assertions that the synthesis remains robust and assertions that the synthesis has disintegrated.

**S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)**

Spring. 4 credits. No prerequisites.

P. R. Dear, B. Lewenstein.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports during the semester and a final term paper.

**[S&TS 478 The Art of Scientific Biography**

Spring. 4 credits. Intended for seniors and graduate students. Not offered 1994–95.

L. Pearce Williams.]

**[S&TS 482 The Origins of Modern Science 1500–1700 (also History 482)]**

Spring. 4 credits. Not offered 1994–95.

P. R. Dear.]

**[S&TS 525 Seminar in the History of Technology**

Fall. 4 credits. Not offered 1994–95.

R 2:30–4:30. R. Kline.

Exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field will be considered in selecting the topics for the seminar.]

**S&TS 680 Seminar in Historiographical Approaches to Sciences (also History 680)**

Fall. 4 credits.

T 2:30–4:30. P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.

**[S&TS 687 Seminar in the History of Agricultural Sciences**

Fall. 4 credits. Permission of instructor required. Not offered 1994–95.

Hours to be arranged. M. W. Rossiter. Weekly readings and a research paper.]

## Philosophy

**S&TS 205 Ethics Issues in Health and Medicine (also Biology and Society 205 and Biological Sciences, General 205)**

Spring. 4 credits. Limited to 75 students. Registered students not attending the first week will be dropped from the course. Open to sophomores, juniors, and seniors.

T R 8:40–9:55. Staff.

We examine ethical problems that emerge from cases of health care and search for practical solutions, while also delving deeper into understanding the nature of ethical responsibility and the tools of ethical analysis. This is a "lab" course in philosophy, with considerable work—both individually and in groups—on specific cases, problems, and fundamental ethical questions. Major sections include: life, death, reproduction and ethics; concepts of health care; health care and society; and research. *Note:* A more detailed description of this course is available in the Biology and Society office, 275 Clark Hall.

**S&TS 206 Ethics and the Environment (also Biology and Society 206 and Biological Sciences General 206)**

Fall. 4 credits. Limited to 50 students. Open to all undergraduates; permission of instructor required for freshmen.

T R 11:40–12:55. N. Sethi.

We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. This is a "lab" course in philosophy: you will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; and

distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is strongly recommended. *Note:* A more detailed description of this course is available in the Biology and Society office, 275 Clark Hall.

**S&TS 286 Science and Human Nature (also Philosophy 286)**

Spring. 4 credits.

M W F 10:10–11:00, plus disc. R. N. Boyd.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topics vary, and may include issues in psychology, such as behaviorism, Freudianism, and artificial intelligence, or issues in the foundations of historical theory, such as methodological individualism and economic determinism, as well as relevant issues in the biological sciences.

**S&TS 381 Philosophy of Science: Knowledge and Objectivity (also Philosophy 381)**

Fall. 4 credits.

W 7:30–9:30 p.m., plus discussion.

R. N. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions. In addition to the contemporary literature in the philosophy of science, readings are also drawn from the history of science and from the works of classical modern philosophers such as Locke, Hume, and Descartes.

**S&TS 384 Philosophy of Physics (also Philosophy 384)**

Fall. 4 credits.

M W F 10:10–11:00. J. P. Jarrett.

An introduction to issues arising in a philosophical examination of modern physical science. Relevant aspects of classical statistical mechanics, relativity theory, and quantum mechanics will be considered in connection with such topics as microphysical indeterminateness, probabilistic laws, causality, the direction of time, action-at-a-distance, and scientific explanation.

**[S&TS 389 Philosophy of Science: Evidence and Explanation (also Philosophy 389)]**

Spring. 4 credits. Not offered 1994–95.

R. W. Miller.]

**[S&TS 471 Science Reliability and Authority**

Fall. 4 credits. Not offered 1994–95.

W 1:25–4:25. Staff.]

**[S&TS 472 Biology and Philosophy**

Spring. 4 credits. Not offered 1994–95.

Staff.]

**[S&TS 481 Problems in the Philosophy of Science (also Philosophy 481)]**

Spring. 4 credits. Not offered 1994–95.

J. P. Jarrett.]

**S&TS 661 Reason, Truth, and Science (also Philosophy 661)**

Spring. 4 credits.

W 4:30–6:30. R. Miller.

This seminar will discuss recent work on truth, rationality, and objectivity, including the work of Hilary Putnam. We will look at some

leading current discussions of what makes a belief rational, what determines its content, what is involved in asserting its truth, and the implications of each of these questions for our access to mind-independent facts. These investigations will include current responses to scientific realism, especially recent efforts to reject both realism and anti-realism as these positions are standardly conceived. (Open to advanced undergraduates.)

### Social Studies of Science

#### **S&TS 114 FWS: Ecology and Social Change (also Biology and Society 114)**

Spring. 3 credits.

T R 1:25-2:40. P. Taylor.

The central question of this seminar is: What ecological and social principles can guide our interventions within nature? We examine fundamental ecological ideas such as food chains and webs, ecosystem, feedback, stability and disturbance, and we consider the ways they have been drawn into discussions of social-environmental issues related to desertification, famines, rainforest destruction, global warming, economic growth, colonialism, and so on. Through a structured sequence of written assignments, students are encouraged to work the ideas into their own thinking. Readings include pieces by Wolf, Carson, Odum, Glantz, Cronon, Williams, Watts, Hecht and Cockburn, and Pearce.

#### **[S&TS 118 Civilizing Nature: Race, Gender, and the Cultural Politics of Science (also Biology and Society 118)]**

Spring. 3 credits. Not offered 1994-95.

T R 1:25-2:40. K. Philip.]

#### **S&TS 119 FWS: The History and Politics of Scientific Method**

Fall. 3 credits.

T R 1:25-2:40. W. Lynch.

#### **S&TS 121 FWS: Designing Future Generations (also Biology and Society 121)**

Fall. 3 credits.

M W F 11:15-12:05. T. Steen.

This course will focus on eugenics, the "improvement" of future generations through the selection of a "superior" breeding pool. We will study the comparative history of eugenics in several countries. First, students will develop a basic knowledge of the topic. Later in the course, we will raise more specific questions. How has the idea of "eugenics-science" been used to justify racism, nationalism, and class discrimination? Currently, a new concept, "new eugenics," is being discussed. Therefore, we will also discuss the question of whether or not the idea of eugenics has changed since the birth of molecular biology. By the end of the course, students will develop a thorough understanding of eugenics, and will be able to think critically about it from their own perspective.

#### **[S&TS 123 FWS: Biology on Women and Women in Biology (also Biology and Society 123 and Women's Studies 123)]**

Spring. 3 credits. Not offered 1994-95.]

#### **S&TS 124 FWS: Technoculture (also Biology and Society 124) (pending EPC approval)**

Spring. 3 credits.

S. Cole.

It is a common cultural assumption that new technologies are changing the way humans

relate to their machines, themselves, and one another. The Internet, genetic engineering, artificial intelligence, nanotechnology, virtual reality, space travel, "smart" weapons, and new reproductive technologies are only a few of the emerging technological developments that are currently provoking discussion of the relationship between humans and machines. In this course, we will read a wide variety of responses to new technological developments, both historical and current. We will examine a variety of fiction and non-fiction genres including history, philosophical tracts, postmodern academese, epic journalistic narratives, engineers' reflections, futurology, political arguments, Luddite rants, and science fiction novels and films in order to probe the question of what it means to write about technology. Writing assignments will explore some of these genres with the goal of developing a style conducive to writing about technology. Readings will include Samuel Butler, Lewis Mumford, Buckminster Fuller, Walter Benjamin, Kurt Vonnegut, Samuel Florman, Alvin Toffler, and William Gibson.

#### **S&TS 136 FWS: From Sand Drawing to Super Computers: Toward an Anthropology of Writing**

Spring. 3 credits.

M. Stark.

#### **[S&TS 167 FWS: Science in and out of Lab (also Biology and Society 167)]**

Fall. 3 credits. Not offered 1994-95.

T R 2:55-4:10. Staff.]

#### **[S&TS 181 Engineering in Context (also Engineering 181)]**

Fall. 3 credits. No prerequisites. Illustrated and multimedia laboratory. Not offered 1994-95.

T R 1:25-2:40. R. Lance.

A first course in fundamental engineering principles designed to introduce engineering and other majors to the traditions and practices of the engineering profession and their effect on our culture. (An engineering literacy course for non-engineers.) Development of scientific and engineering design principles in a variety of technological contexts. Overview of the development of engineering as a profession and the evolution of the design process. The relationship between science, technology, and engineering. Civil, mechanical, electrical, chemical, and other engineering project case studies. Information technologies and the implications and use of information technologies in society.]

#### **S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)**

Spring. 4 credits.

T R 2:55-4:10. M. Dennis.

This course will explicate the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We will

seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses.

#### **S&TS 352 Science Writing for the Mass Media (also Communication 352)**

Fall. 3 credits. Not open to freshmen.

Limited to 25 students. Prerequisite: one college writing course.

Lecs, M W 9:05. Lab, F, TBA.

B. V. Lewenstein.

How to write about science, technology, and medicine for the mass media. Discussion topics include accuracy, simplicity, comprehensiveness, risk communication, and the history and social structure of science. Weekly writing assignments focus on writing news and feature stories for newspapers and magazines, with excursions into newsletters, radio, TV, and other media.

#### **[S&TS 360 Ethical Issues in Engineering (also Engineering 360)]**

Spring. 3 credits. Open to juniors and seniors. Not offered 1994-95.

R. Kline.]

#### **S&TS 390 Science in the American Polity, 1800-1960 (also Government 309)**

Fall. 4 credits.

T R 2:55-4:10. M. Dennis.

How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.

#### **S&TS 391 Science in the American Polity, 1960-Now (also Government 309)**

Spring. 4 credits.

T R 10:10-11:25. S. Jasanoff.

This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed will include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

#### **S&TS 400 Components and Systems: Engineering in a Social Context (also Mechanical and Aerospace Engineering 400)**

Spring. 3 credits. Open to junior-level (and more advanced) students in the physical sciences and engineering areas. Offered alternate years. Next offered 1996-97.

Z. Warhaft.

This course will address, at a technical level, broader questions than are normally posed in the traditional engineering/physics curriculum.

Through a series of case studies we will investigate the various interactions between the scientific, technical, political, economic, and social forces that are involved in the development of engineering systems. A central theme will be to contrast the micro and macro aspects of engineering. Much technical education is involved with the components (gears, turbines, integrated circuits) rather than with the system as a whole (the aerospace plane, power stations, ballistic missile defense) and here we will show that new issues, even at the purely technical level, arise as components are built up into systems. Some dichotomies to be explored will be pure vs. applied science, non-military vs. military technology and independent vs. biased decision making and we will discuss how these have been blurred in recent years.

**S&TS 401 Biology and Society: The Social Construction of Life (also Biology and Society 301 and Biological Sciences 301)**

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students. M W 2:30-4:25. P. J. Taylor.

Controversial issues, past and present, in the life sciences and tools for analysis of the social, historical, and conceptual underpinnings of these issues. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions, ecology and environmental change. Analytic themes include bias, metaphor, historical semantics, styles of explanation, determinism, causality, interest, social construction, and gender. Through discussions and writing assignments, students will develop analytic skills and their own responses to current issues.

**[S&TS 402 Investigative Research on the Social Impact of Science (also Biology and Society 300, Textiles and Apparel 301)]**

Spring. 4 credits. Prerequisite: one year of science and prior consultation with the instructors. Offered alternate years. Next offered 1996.

P. J. Taylor and P. Schwartz. Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from each other's projects and discuss case studies and articles, with occasional guest speakers and films.]

**[S&TS 406 Biotechnology and Law (also Biology and Society 406)]**

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading material. Not offered 1994-95.

S. Jasanoff. Biotechnology, with myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the

applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

**[S&TS 407 Law, Science and Public Values (also Government 407 and Biology and Society 407)]**

Fall. 4 credits. Not offered 1994-95.

T R 1:25-2:40, plus disc. S. Jasanoff. This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.]

**S&TS 412 The Politics of the Human Body**

Spring. 3 credits.

H. Gottweis. This course discusses the political character of scientific and technological interventions in the human body. We will examine the history of the control of sexuality and reproduction and then focus on the following intersections between politics, body, gender and technology: contraception, AIDS, in vitro fertilization, abortion, embryo research, prenatal screening, gene therapy, and birth technologies. Students will be encouraged to do small fieldwork projects based on interviews and written sources.

**[S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541 and Government 628)]**

Fall. 4 credits. Not offered 1994-95.

M. Dennis. Political and social aspects of decision making in technical areas. Examines the historical origins and characteristics of "technical politics," the role of experts in government, and the problem of expertise in a democratic system. Explores the politics and social dimensions of artifacts and cultures as well as government.]

**S&TS 425 Global and Domestic Dimensions of Science and Technology Policy (also Government 468)**

Fall. 4 credits. Instructor permission for upper-level undergraduates.

M 1:25-4:25. H. Gottweis. This course examines the global/domestic interface of contemporary science and technology policy. The development of science and technology is increasingly shaped by national as well as transnational forces, such as strategic alliances between companies and supranational institutions like the European Community. Furthermore, many scientific and technological projects, such as the damming of rivers in India or nuclear power generation in the United States, encounter social resistance on a regional level. Is a coherent national science and technology policy possible in this field of apparently centrifugal forces? What values and "philosophies" could guide a socially responsible

science and technology policy in the post-cold war era? These questions will be at the center of the course. We will approach the normative questions by looking at the evolution of science and technology policy in a comparative perspective covering the U.S., Japan, Europe, and various Third World countries.

**S&TS 427 Politics of Environmental Protection in America (also Government 427)**

Fall. 4 credits.

M W F 1:25-2:15. S. Jasanoff. An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.

**[S&TS 431 Introduction to Science and Technology Policy (also Government 401)]**

Fall. 4 credits. Not offered 1994-95.

M W F 1:25-2:15. H. Gottweis. Politicians, lobbyists, party strategists, social movements, and other political actors have an important influence on the development of science and technology. At the same time scientific discourse and technological opportunities exert significant impact on politics. The course focuses on this dynamic interrelationship between science, technology, and politics. It provides an introduction to various theoretical approaches and concepts in science and technology policy studies and their application to empirical research. Student research teams will conduct case studies in fields such as technology policy, energy policy, environmental policy, and health policy. Geographically the emphasis will be on the U.S., but case studies on Canada, Japan, Europe, and third World countries will also be included.]

**S&TS 442 The Sociology of Science (also City and Regional Planning 442 and Biology and Society 342)**

Spring. 4 credits.

T R 10:10-11:25. S. Yearley. A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, analysis of scientific text, gender and the social shaping of scientific knowledge.

**S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)**

4 credits. No prerequisites.

Spring. P. R. Dear, B. V. Lewenstein.

**S&TS 466 Public Communication of Science and Technology (also Communications 466)**

Fall. 3 credits. Limited to 15 students. Prerequisite: Comm 352 or 360, or Engineering 350, or permission of the instructor.

W 1:25-4:25. B. Lewenstein. Explore the structure, meanings, and implications of "public communication of science and technology (PCST). Examine the contexts in which PCST occurs, look at

motivations and constraints of those involved in producing information about science for nonprofessional audiences, analyze the functions of PCST. Tie existing ideas about PCST to general communication research, and learn how to develop new knowledge about PCST. Course format is primarily seminar/discussion.

**[S&TS 467 Innovation: Theory and Policy]**

Spring. 4 credits. Open to upper-level undergraduates and any interested graduate students. Prerequisite: Economics 102 or permission of the instructor. Not offered 1994-95.

J. Reppy.

Innovation, that is (the introduction of new technology into practice) is a cause of economic growth and social change. In this course we will study the innovation process through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories will be contrasted to the insights to be found in science and technology studies. The focus will be on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors to be covered include Schumpeter, Solow, Scherer, Nelson and Winters and Bijker and Pinch.]

**[S&TS 469 Food, Agriculture, and Society (also Biology and Society 469 and Biological Sciences 469)]**

Spring. 3 credits. Prerequisite: an introductory ecology course or permission of instructor. Limited to 20 students. S-U grades optional.

T R 1:25-2:40. A. G. Power.

A multidisciplinary course that deals with the social and environmental impact of food production in the United States and developing countries. Agroecosystems of various kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and alternative agricultural technologies are critically examined in the context of developed and developing economies. Specific topics include pest management, soil conservation, plant genetic resources, biotechnology, and sustainable development.

**[S&TS 483 The Military and New Technology (also Government 483)]**

Fall. 4 credits. Limited to 20 students.

T R 10:10-11:25. J. V. Reppy.

In conventional wisdom, military organizations are seen paradoxically both as inflexible institutions and as proponents and consumers of rapid technological change. In this seminar we will examine changes over time in the attitude of the military toward new technology and analyze competing explanations for these changes. Readings will include John Ellis, *The Social History of the Machine Gun*; and Donald MacKenzie, *Inventing Accuracy: An Historical Sociology of Nuclear Missile Guidance*.

**[S&TS 503 Professional Practice in Engineering (also Civil and Environmental Engineering 503)]**

Spring. 3 credits.

W. R. Lynn.

Financial, legal, regulatory, ethical, and business aspects of engineering practice are examined in detail. Students are expected to develop their understanding of the interrelationships among the physical, social,

economic, and ethical constraints on engineering design.

**[S&TS 532 Inside Technology: The Social Construction of Technology]**

Spring. 4 credits. Not offered 1994-95.

T. J. Pinch.

Rather than analyze the social impact of technology upon society, in this course we will investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments will be illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.]

**[S&TS 626 Workshop on Law, Science, and Technology (also Government 626)]**

Spring. 4 credits. Prerequisite: Gov 407/S&TS 407/B&Soc 407 or S&TS 442/CRP 442/B&Soc 342. Not offered 1994-95.

S. Jasanoff.

Legal proceedings provide a powerful mechanism for deconstructing, and to some extent reconstructing, a society's understanding about the nature and social role of expertise, the boundaries of science and technology, and the meaning or validity of scientific "facts." Using a combination of primary legal materials and theoretical studies in science and technology, this course will explore how varying scientific realities are constructed in legal forums and what impact these constructions have on the social relations of science and technology. The course will also consider the policy implications of conflicting legal and scientific approaches to the discovery and verification of scientific facts.]

**[S&TS 627 Comparative Methods in Policy Analysis (also Government 627)]**

Fall. 4 credits.

W 9:05-12:05. S. Jasanoff.

Comparisons, at levels of analysis ranging from individual biographies to national decisionmaking, have emerged as an important methodological approach in policy analysis. Focusing primarily on historical and social studies of science and technology, this course seeks to enhance the student's ability to carry out effective comparative analyses at a variety of research sites including laboratories, regulatory agencies, and new social movements. Work in structuralist as well as post-structuralist idioms will be examined in order to sharpen and refine notions such as national styles and political culture that have loomed large in the comparative literature on the politics of science and technology. Topical areas will include military research, biotechnology, and environmental controversies.

**[S&TS 631 Qualitative Research Methods for Studying Science]**

Spring. 4 credits. Not offered 1994-95.

T. J. Pinch.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we will look at the

methods used in this new wave of science studies. We will examine what can be learned by interviewing scientists, from videos and from detailed examinations of scientific texts. Students will gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.]

**[S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)]**

Spring. 4 credits. Instructor permission for upper-level undergraduates.

W 9:05-12:00. H. Gottweis.

Today genetic engineering is a standard technology used in many laboratories throughout the world. However, since its development, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships among science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology. We will discuss how modern society deals with high-risk/high-impact technologies and explore the question of the adequacy of the political-legal framework of contemporary "risk-society."

**[S&TS 660 Social Analysis of Ecological Change (also Biology and Society 460 and Rural Sociology 660)]**

Fall. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years. Next offered Fall 1995.

P. J. Taylor.

Scientific studies of ecological and social processes, together with interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political ecology, women and eco-development, and global environmental discourse.]

**[S&TS 662 Science and Social Theory]**

Fall. 4 credits. Limited to 15 students.

Offered alternate years.

T 9:05-12:05. P. J. Taylor.

Theme for 1994: Changing Life in the Old and New World Dis/orders: Relationships between, on one hand, changes in the ways society has been naturalized and nature socialized and, on the other, the wider social transformations that have taken place this century.

**[S&TS 688 International Environmental Policy (also Government 687)]**

Spring. 4 credits.

W 2:30-4:25. S. Jasanoff.

This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to environmental issues. Analytically, the course attempts to define the distinctive characteristics of environmental policy and



politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The scope of the course is therefore both cross-national and international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal and scientific institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.

**S&TS 711 Introductory Seminar in Science and Technology Studies**

Fall. 2 credits. S-U grades only. Incoming S&TS graduate students must take this course. W 4:30-6:35. H. Gottweis.

This introductory course is designed for incoming graduate students and will run as a weekly seminar. It will serve as a forum for discussion of the main perspectives and approaches in S&TS as represented by current departmental faculty. Every week a different S&TS faculty member will introduce a discussion of one of their own pieces of writing. It is expected that all members of the seminar will have read the piece beforehand. One faculty member will be appointed to coordinate the seminar. Other interested faculty and graduate students are encouraged to attend. The seminar will be pass/fail only for two credits. A pass will be awarded to students who satisfactorily attend and participate in the seminar.

**S&TS 751 Ethical Issues and Professional Responsibilities (also Biological Sciences 751 and Toxicology 751)**

Fall or spring. 1 credit. Limited to graduate students beyond first year.

Sem, W 2:30-4:15 (ten weeks). Additional sections may be offered. Organizational meeting: Fall, W, August 31, 3:35 p.m.; Spring, W January 25, 3:35 p.m. J. Fessenden MacDonald.

Ethical issues and integrity in research, and the professional responsibilities of scientists are discussed in a case studies format. Topics to be discussed include regulations, data selection, manipulation, and representation; fraud, misconduct, and whistle-blowing; conflicts of interest and commitment; authorship, ownership, and intellectual property; peer review, privacy and confidentiality; scientific response to external pressure, legal liabilities, and professional codes of ethics.

**Independent Study**

**S&TS 399 Undergraduate Independent Study**

Fall or spring. 1-4 credits. Staff.

Please apply in 275 Clark Hall.

**S&TS 699 Graduate Independent Study**

Fall or spring. 2-4 credits. Staff.

Please apply in 275 Clark Hall.

**S&TS 700 Special Topics, Spring 1995—Visualizing the Dynamics of Science**

Spring. 4 credits.

T 9:05-12:05. P. Taylor.

This course examines visual (pictorial and diagrammatic) versus contrasting textual representations in science, and recent innovations in science studies for mapping the

processes of and influences on scientific practice. Students will evaluate different interpretations and methods in the light of a semester-long practical project developing and refining their own maps of episodes of science.

**Biology and Society Major**

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6042.

A detailed listing of Biology and Society course offerings can be found in the *Courses of Study* section entitled Special Programs and Interdisciplinary Studies.

**Concentration in Science and Technology Studies**

S. Jasanoff, chair; R. Boyd, Philosophy; P. Dear, History; M. A. Dennis, Science and Technology Studies; H. Gottweis, Science and Technology Studies; J. Jarrett, Philosophy; R. Kline, Electrical Engineering; B. Lewenstein, Communications; W. R. Lynn, Civil and Environmental Engineering; R. Miller, Philosophy; T. Pinch, Science and Technology Studies; A. G. Power, Ecology and Systematics; M. Rossiter, Science and Technology Studies; P. Taylor, Science and Technology Studies; and L. P. Williams, emeritus, Science and Technology Studies.

The undergraduate concentration in Science and Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. It offers majors in the natural sciences and engineering an opportunity to explore the social, political, and ethical implications of their selected fields of specialization. At the same time it offers students majoring in the humanities and social sciences a chance to study the processes, products, and impacts of science and technology from varied disciplinary perspectives. Drawing on course offerings in several departments, programs, and colleges, the S&TS concentration permits students to develop an individualized program of study closely related to their major field. S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology.

To satisfy the requirements for the S&TS concentration, students must complete with

letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the three areas.

Interested students may obtain further information about courses by contacting Walter Lynn, faculty adviser, 255-1177 or the S&TS undergraduate office, 275 Clark Hall, 255-6047.

**SOCIOLOGY**

E. Bell, R. L. Breiger, S. Caldwell, S. Han, D. P. Hayes, S. Kanazawa, R. McGinnis, P. Moen, V. Nee, B. C. Rosen, D. Stark, D. Strang, J. M. Stycos, H. A. Walker, R. M. Williams, Jr.

The subject matter of sociology is human social organization and institutions. The Department of Sociology offers courses in social organization that include (among other issues) examination of inequality on the basis of race, ethnicity, income, and occupation; political behavior and public policy; relations and affect in small groups; and contemporary social movements for change. Courses that analyze institutions include the family, politics and issues of public policy, the analysis of voluntary organizations, and the study of networks of political and organizational action.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and advanced research skills appropriate for the study of social behavior and institutions. Graduates of the department take up careers in university, government, and business settings and in law, management, architecture, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

**Sociology Courses for Nonmajors**

The social sciences provide students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 110, 115) provide substantial focus on the sociological analysis of major issues of public life. A wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, the descriptions of Sociology 303, 340, 354, for which there are no prerequisites other than junior or senior status.

**Related Courses in Other Departments**

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics,

Government, and Psychology) and of these other departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

### The Major

Requirements for general sociology: (1) 101 and any other 100-level course (excluding Freshman Writing Seminar) with a 2.5 minimum grade-point average; (2) no later than the junior year, the 301 and 303 methods courses; (3) one course in the department at the 400 level or higher (491 is recommended); and (4) 20 additional credits in sociology, of which 9 may be taken in related departments if approved by the student's adviser.

**Requirements for honors:** Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least 2 credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495-496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

**Cornell-in-Washington program.** Qualified sociology majors may include a semester in the Cornell-in-Washington program, in which students take courses and undertake a closely supervised internship. For further information, see p. 19.

**Supervised research.** Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

### Society and Economy Concentration

Sociology majors or students in other disciplines who wish to prepare for graduate study in any of the social sciences or in a profession (business, management, or law) may elect to acquire a concentration in society and economy (including international dimensions). This program is designed to provide training in economic sociology, formal organizations, and social science methods. The requirements for the concentration in society and economy include courses in economic sociology, formal organizations, and methods. For further information, consult Professor Victor Nee, 330 Uris Hall.

### Introductory Courses

#### SOC 101 Introduction to Sociology

Fall and spring. 3 credits.

Fall, H. A. Walker; spring, S. Caldwell. This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which

sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

#### SOC 103 Introduction to Sociology: Microsociology

Fall. 3 credits.

D. P. Hayes.

An introduction to microsociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.

#### [SOC 110 Introduction to Economy and Society

Spring. 3 credits. Not offered 1994-95.

V. Nee.

Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.]

#### [SOC 115 Utopia in Theory and Practice

Spring. 3 credits. Not offered 1994-95.

D. Strang.

This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structures that can work from those that cannot?]

#### SOC 204 Race and Ethnic Relations

Fall. 4 credits. Prerequisite SOC 101, SOC 103, or R SOC 101.

H. A. Walker.

This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.

### General Education Courses

#### SOC 215 Organizations: An Introduction

Spring. 3 credits.

S. Han.

This is an introductory course in the study of organizations. We will start by taking a look at various examples of organizing, including a street gang in a Boston neighborhood, General von Moltke's Prussian army, a government agency, and an industrial corporation. These brief glimpses serve as exercises in looking behind and beyond diverse rhetoric for common patterns in organizational phenomena. We will consider these both from the inside and outside perspectives. The focus of the course is upon research scholarship, not the training of managers. Nonetheless, the analytical skills you will acquire are applicable to work in firms, government agencies, and nonprofit organizations.

#### SOC 222 Social Policy and Organization in Health, Education, and Welfare

Fall. 3 credits.

D. Strang.

Introduces the development of three central kinds of social policy: those concerned with delivering medical care, schooling the young, and providing resources for the economically vulnerable. The course treats the historical development of large-scale public programs, regulatory systems, or attempts to stimulate provide action; political struggles over social rights and the allocation of resources; and the organizations that are constructed to carry out policy. The focus is on American policy, but with considerable comparative attention to the health, education, and welfare programs of other nations.

#### SOC 230 Knowledge and Power

Spring. 3 credits.

D. Stark.

Modernity will be studied in this course by examining dual aspects of the rationalization of power 1) as attempts to bring ever-larger spheres of social action under rationalized control, and 2) as the production of rationalized justifications by which power is represented and legitimated. These processes will be examined in three historical settings: Frederick Winslow Taylor's schemes of "scientific management" at the turn of the century in the United States; the Leninist project of "scientific socialism" in Eastern Europe; and the International Monetary Fund's current project of "scientific capitalism" in contemporary post-socialist societies. Our century begins and ends with blueprints for making capitalism by design—but whereas Taylor's project was attempted in the micro-sphere at the level of the firm, current recipes attempt to shape entire national economies by making capitalism according to a plan.

#### SOC 245 Inequality in Industrial Societies

Fall. 3 credits.

E. Bell.

Some degree of inequality among individuals exists in all modern industrial societies, inequality that is related to class, race, gender, and other social characteristics. This class focuses on the social systems that generate this inequality. We will learn how to analyze and interpret the processes that generate social stratification, drawing on alternative theoretical viewpoints to aid in our understanding. Readings include both sociological classics such as Karl Marx and Max Weber as

well as more recent writings from authors such as William Wilson and Pierre Bourdieu. We will focus primarily on industrial societies such as the United States, Japan, and Western Europe, but will also consider evidence on inequality from some countries currently undergoing industrialization such as China.

**SOC 265 Hispanic Americans (also HASP 265)**

Spring. 3 credits (4-credit option available).  
H. Velez.

Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Hispanic group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Hispanics in urban and rural areas, and the unique problems faced by the diverse Hispanic groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

**[SOC 275 Women at Work (also Women's Studies 275)]**

Spring. 3 credits. Not offered 1994-95.  
E. Bell.

Women have always contributed their labor to production and reproduction. With industrial development and the movement of market production out of the home and into the public sphere, however, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. We will examine women's position and the role women play in the labor force, looking at data from both developed and developing societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.

**SOC 283 Groups and Relationships (also Psychology 283)**

Spring. 4 credits.  
S. Kanazawa.

We will tackle the mysteries of human behavior and pursue a single question throughout this course: Why do human beings behave the way they do? We will first discuss several celebrated examples of seemingly unusual and bizarre behavior and then try to explain these with the help of selected social psychological theories: behaviorism, attribution theory, exchange theory and game theory. The emphasis will be on the application of the theories to explain empirical examples of human behavior.

**[SOC 290 Social Psychology of Interpersonal Relations]**

Spring. 3 credits. Not offered 1994-95.  
H. A. Walker.

The focus of this course is on the relationship between the individual and the social group. It will examine the way in which the individual shapes "society," and in turn, how society influences individual behavior. Topics include formation of self, influence and conformity, and the emergence of racial and gender differences in status and power.]

## Methods and Statistics Courses

**SOC 301 Evaluating Statistical Evidence**

Fall. 3 credits.

R. L. Breiger.

A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

**SOC 303 Design and Measurement**

Spring. 4 credits. Prerequisite: a course in sociology.

D. P. Hayes.

Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

## Intermediate Courses

**[SOC 310 Sociology of War and Peace]**

Fall. 4 credits. Not offered 1994-95.

R. M. Williams, Jr.

Every human group, community, or society presents many examples of altruism, helping, cooperation, agreement, and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict, and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings. This course describes various commonly accepted but erroneous notions of the causes and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques, and outcomes of efforts to restrict, regulate, and resolve international conflicts.]

**SOC 340 Health, Behavior, and Health Policy**

Spring. 3 credits.

S. B. Caldwell.

This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: social context of health, disease and illness; social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.

**[SOC 345 Gender Inequality]**

Fall. 3 credits. Not offered 1994-95.

H. A. Walker.

Gender inequality in contemporary perspective; emphasis on social origins of gender categories and implications of gender status for collective and individual behavior. Topics include inequalities in interpersonal relations, the family and work organizations, and implications of gender inequality for family violence, sexual harassment, and rape.]

**[SOC 351 Research Seminar on Organizations]**

4 credits. Not offered 1994-95.

D. Strang.

This course will be structured around a group research project on organizations in the local

area. Students will help to design the research strategy, conduct the research, and interpret their findings. An introduction to sociological theory and research on the role of organizations in modern life.]

**SOC 354 Law and the Social Order**

Spring. 3 credits.

R. L. Breiger.

In what ways, if any, do laws and legal institutions make a difference to people who have disputes? How did lawyering come to be a modern profession? How do business organizations deal with legal ambiguity in constructing symbols of compliance with laws? How do networks of interpretive communities structure the authority of law? By exploring selected topics such as these, we seek to understand the distinctive contributions of sociology to the study of law and the social order.

**[SOC 366 Transitions From State Socialism]**

Fall. 4 credits. Not offered 1994-95.

D. Stark.

This course examines the rise, stagnation, and eventual fall of state socialism in East Central Europe. It compares the emergence of spheres of social activity autonomous from the state in Poland, Hungary, and Czechoslovakia and analyzes the problems and prospects of democratic consolidation and economic transformation.]

**SOC 393 Introduction to Peace Studies (also Government 393)**

Fall. 4 credits.

R. M. Williams, Jr.

This course serves as an introduction to the study of war, peace, and peacemaking. We will study different theories of peace and war from a variety of disciplinary perspectives. The course will cover definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts will be applied to a range of historical and current conflicts. Students will prepare analyses of specific conflicts or instances of peacemaking for class presentation.

## Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

**[SOC 420 Mathematics for Social Scientists]**

Fall. 2-4 credits. Not offered 1994-95.

R. McGinnis.

Elementary matrix algebra, probability theory, and calculus.]

**SOC 426 Social Policy**

Fall. 4 credits.

S. B. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals a changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.

**SOC 434 The Sociology of Reproduction (also Women's Studies 435)**

Spring. 4 credits.  
E. Bell.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.

**SOC 444 Contemporary Research in Social Stratification**

Fall. 4 credits.  
R. Breiger.

Stratification and mobility as paired concepts, requiring mutual articulation. The interplay of structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment). Recently formulated log-linear models of mobility and structure provide a central focus of the course.

**SOC 463 Political Sociology**

Fall. 4 credits.  
S. Kanazawa.

The entire course will revolve around one question—the Hobbesian problem of order: How can a collection of egoistic human beings manage to cooperate with each other to produce social order? We will survey existing theories of social order and discuss their problems. Over the course of the semester, we will attempt to build a new theory that can satisfactorily explain empirical variations in the levels of order in different societies. Topics will include the problem of cooperation in dyads and small groups, the production of group solidarity, and the role of the state in the production of societal order.

**SOC 470 Different Walks of Life: Sociology of Careers**

Fall. 4 credits.  
S. Han.

By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of the career formation from a sociological point of view. We will also discuss the settings in which the career development takes place, giving some comparative attention to the ways of organizing careers in other societies.

**SOC 491 Independent Study**

Fall or spring. 1–4 credits. For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

**SOC 495 Honors Research**

Fall or spring. 4 credits. Limited to sociology majors in their senior year. Prerequisite: permission of instructor.  
Hours to be arranged. Staff.

**SOC 496 Honors Thesis: Senior Year**

Fall or spring. 4 credits. Prerequisite: Sociology 495.  
Hours to be arranged. Staff.

**SOC 497 Social Relations Seminar (also Anthropology 495)**

Spring. 4 credits. Limited to seniors majoring in social relations.  
Hours to be arranged. Staff.

**Graduate Core Courses**

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

**SOC 501 Basic Problems in Sociology I**

Fall. 4 credits.  
D. Stark.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

**SOC 502 Basic Problems in Sociology II**

Spring. 4 credits.  
H. A. Walker.

Continuation of Sociology 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Strategies include functionalism, social exchange, and interactionism.

**SOC 505 Research Methods I: Logic of Social Inference**

Fall. 4 credits. Prerequisite: a first course in statistics and probability.  
E. Bell.

This course is an introduction to techniques of social inference. We will cover research methods, sources of evidence, model design, and questions of empirical validity.

**SOC 506 Research Methods in Sociology II**

Spring. 4 credits. Prerequisite: Sociology 420 or 505 or equivalent.  
S. Han.

A survey of methods for analyzing sociological data, including measurement error models, confirmatory factor analysis, panel models, and general structural equation methods. Readings from the sociological research literature will illustrate various methods. Periodic assignments on micro and mainframe computers will integrate theory, method, and data.

**SOC 507 Research Methods in Sociology III**

Fall. 4 credits. Prerequisite: Sociology 506.  
S. B. Caldwell.

Models and methods for the analysis of social dynamics. The course presents discrete-time methods for the analysis of time series and longitudinal data.

**Graduate Seminars**

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered in 1991–92, but others may be added and some may be deleted. Students should check with the department before each term.

**[SOC 510 Comparative Societal Analysis]**

Fall. 4 credits. Not offered 1994–95.  
D. Stark.

This course examines contending analytic strategies for comparing institutions (and institutional configurations) across societies and social systems. How, for example, does the institutional analysis of the socialist economy contribute to our understanding of the specificities of modern capitalism? Special emphasis will be given to comparing transitions from state socialism (in Eastern Europe and elsewhere) with transitions from authoritarianism in Latin America and Southern Europe.]

**[SOC 513 Social Networks and Social Structure]**

Spring. 4 credits. Not offered 1994–95.  
R. L. Breiger.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.]

**[SOC 515 New Institutional Theory]**

Spring. 4 credits. Not offered 1994–95.  
V. Nee.

This seminar examines and assesses arguments about the role of social, political, and economic institutions in the social sciences. A defining feature of new institutional theory is the view that institutions help shape the parameters of choice and thereby guide action. The sources of new institutional theory and recent work in the social sciences are considered, but the primary aim of the seminar is to identify the mechanisms that link informal and formal institutions to ongoing social relationships. The course seeks to outline a new synthesis that unifies three domains of sociological analysis: institutions, networks, and action.]

**SOC 524 Rational Choice Theory**

Spring. 4 credits.  
S. Kanazawa.

Rational choice perspective has gained popularity in all social sciences. The main focus in this course will be sociological rational choice, although we will discuss the work of economists, political scientists, psychologists, and others where relevant. We



will first discuss the foundations of rational choice as a macro-sociological perspective, and emphasize the deductive derivation of various rational choice theories from this perspective. We will discuss the pioneering work of Coleman Hechter and Willer as well as the more recent work by Heckathorn, Macy, Jasso, and others. We may have some guest speakers to talk about their current research.

**SOC 526 Social Policy (also SOC 426)**

Fall. 4 credits.

S. Caldwell.

**[SOC 540 Organizational Research**

Fall. 4 credits. Not offered 1994-95.

D. Strang.

This seminar focuses on contemporary sociological research on organizations. It centers theoretically on the interplay of institutional, ecological, and economic accounts of social structure and social action. Broad subject matter includes organizational birth and mortality, the sources of organizational structure, interorganizational relationships, and stratification and mobility within organizations.]

**SOC 583 Transitions to Market Economies in Eastern Europe (also Management NRE 583)**

Spring. 4 credits.

D. Stark.

This course examines the problems and prospects of transitions to markets in Eastern Europe. It introduces concepts for understanding the state socialist economy that is being transformed and analyzes important political developments since 1988. Topics include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.

**SOC 591 Special Seminars in Sociology**

Fall and spring. 2-4 credits.

Staff.

These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

**SOC 606-607 Sociology Colloquium**

Fall and spring. No credit. Required of all sociology graduate students.

Staff.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

**SOC 608 Proseminar in Sociology**

Fall. One credit. Enrollment restricted to first-semester sociology graduate students.

Staff.

Discussions on the current state of sociology and on the research interests of the members of the field, given by members of the field.

**SOC 683 Social Interaction (also Psychology 683)**

Spring. 4 credits.

D. P. Hayes.

Seminar: topic to be announced.

**SOC 891-892 Graduate Research**

891, fall; 892, spring. Up to 4 credits each term, to be arranged. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

**SOC 895-896 Thesis Research**

895, fall; 896, spring. Up to 6 credits each term, to be arranged. Prerequisite: permission of thesis director.

**Summer Session**

The following courses are frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in sociology is available from the department.

**SOC 101 Introduction to Sociology**

**SOC 103 Introduction to Sociology: Microsociology**

**SOC 104 Race and Ethnicity**

**SOC 283 Groups and Relationships**

**SPANISH LANGUAGE**

See Department of Modern Languages and Linguistics.

**SPANISH LITERATURE**

See Department of Romance Studies.

**SWAHILI**

See Africana Studies and Research Center.

**SWEDISH**

See Department of Modern Languages and Linguistics.

**TAGALOG**

See Department of Modern Languages and Linguistics.

**TAMIL**

See Department of Modern Languages and Linguistics.

**THAI**

See Department of Modern Languages and Linguistics.

**THEATRE ARTS**

**Theatre, Film, and Dance**

B. Levitt, chairman; R. Archer, D. Bathrick, S. Brookhouse, J. Chu, J. Devenyi, M. Dewey, D. Feldshuh, A. Fogelsanger, D. Fredericksen, J. E. Gainor, P. Gill, K. Goetz, K. Grant, D. Hall, C. Hatcher, M. Hays, J. Johnson, P. Lillard, J. Morgenroth, C. Orr Brookhouse, M. Rivchin, J. Self, B. Suber, A. Van Dyke and R. Wilson

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, dance, and film. It offers a theatre arts major with concentration in theatre or film and a major in dance. These majors educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate theatre program give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines and also provides the Cornell community with an opportunity to take part in its productions on an extracurricular basis.

**Theatre Arts Major**

**Theatre Concentration**

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management.

**Course requirements for theatre concentration:**

- |  | <b>Credits</b> |
|--|----------------|
| 1) <b>THETR 240 and THETR 241</b> (two-semester introduction to theatre)   | 8              |
| <b>THETR 250</b> Introduction to Theatre Design and Technology   | 4              |
| <b>THETR 280</b> Introduction to Acting  | 3              |
| 2) Four laboratory courses distributed as follows:   | <b>Credits</b> |
| <b>THETR 151</b> Production Lab I  | 1-3            |
| <b>THETR 153, THETR 253, or THETR 353</b> Stage Management Lab I, II, or III   | 1-3            |
| <b>THETR 155</b> Rehearsal and Performance or <b>THETR 151</b> in a different area   | 1-3            |
| <b>THETR 251 or THETR 351</b> Production Lab II or III   | 1-4            |
| 3) Four courses in the area of <b>Theatre Studies</b> (see Theatre Studies section of theatre courses) chosen in the following manner:   |                |
| one course must be at 300 level  |                |
| one course must be at 400 level  |                |
| two additional courses at the 300 or above level   |                |
| one of the four courses must be pre-twentieth century.   |                |
| 4) Three courses (at least 9 credits) in other Theatre Arts courses chosen in consultation with the faculty advisor. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement. |                |

- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major.

### The Advanced Undergraduate Theatre Program

The department offers advanced study in acting, directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Criteria for admission to the AUP is by the completion of the appropriate "track" of courses and invitation of the faculty. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists. Department productions will be chosen to offer a unique experience to the individual student selected for the program. (For specific requirements please see listing of courses at end of department listings.)

### Film

The study of film began in this department in the 1930s and continues to be based here. In the interim years, however, it has also spread into a significant number of other departments in the college: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, and romance studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The four ways currently being used are as follows: 1) concentrating on film within a Theatre Arts major; 2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); 3) focusing on film as a College Scholar; and 4) concentrating in Visual Studies. Students interested in option 4 should consult Marilyn Rivchin (Theatre Arts) and/or Robert Ascher (Anthropology). Students interested in options 2 or 3 should consult Don Fredericksen (Theatre Arts) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should first consult Alison Van Dyke (director, Undergraduate Studies, Theatre Arts) and then one of the department's film faculty.

### Film Concentration Requirements

The department's film concentration requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: Theatre Arts 375 and 376—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. Within the "core" required courses, Theatre Arts 274, Introduction to Film Analysis, should be taken during the sophomore year.

Majors wishing to fully utilize the courses in the production sequence must plan carefully. The following sequence is recommended for such students: Theatre Arts 377, Fundamentals of 16mm Filmmaking, in the fall, junior year; and Theatre Arts 477, Intermediate Film and Video Projects, in fall, senior year. Enrollment in Theatre Arts 477 is competitive and not guaranteed.

1. A core of four film courses:

**THETR 274** Introduction to Film Analysis 4

**THETR 375** History and Theory of Commercial Narrative Film (offered alternate years) 4

**THETR 376** History and Theory of Documentary and Experimental Film (offered alternate years) 4

**THETR 377** Fundamentals of 16mm Filmmaking 4

2. One of the following theatre courses:

**THETR 250** Fundamentals of Theatre Design/Technology 4

**THETR 280** Introduction to Acting 3

**THETR 398** Directing I (prerequisite THETR 280) 4

3. Four courses (15–16 credits) in film offered by Theatre Arts as below, or by other departments (with consent of adviser):

**THETR 290** Filming Other Cultures 3

**THETR 313** Japanese and Asian Film 4

**THETR 378** Soviet Film of 20s and French Film of 60s (offered alternate years) 4

**THETR 379** Documentary Film from 1945 to present (offered alternate years) 4

**THETR 383** Screenwriting 4

**THETR 389** Luis Bunuel and the Cinema of Poetry (offered occasionally) 4

**THETR 396** German Film (offered occasionally) 4

**THETR 413** Film and Performance 4

**THETR 475** Seminar in the Cinema I (offered alternate years) 4

**THETR 476** Seminar in the Cinema II (offered alternate years) 4

**THETR 477** Intermediate Film and Video Projects 4

**THETR 493** Advanced Film Production (summer only) 4

**THETR 653** Myth onto Film 4

- 4) 15 credits of related coursework inside or outside of Theatre Arts (as approved by adviser). The courses chosen to fulfill this requirement should reinforce the student's particular interest in film, and will not necessarily be film courses per se. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose "related course work" accordingly.
- 5) With a grade of less than C, a course cannot be used toward the concentration.

### Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other colleges and universities, offers up to a full year of study at the Inter-University Center for Film and Critical Studies in Paris, France. The center's program is theoretical, critical, and historical. It is most useful to students pursuing a major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required, and Theatre Arts 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

### The Dance Program

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, and the history, theory, and criticism of dance. Technique courses include modern dance at four levels and ballet at three levels. Other dance forms, such as tap, historical dances, Japanese Noh, Indian, Javanese, and African dance are offered on a rotating basis. Courses in jazz and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique classes develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique classes. Students may also satisfy the physical education requirement by taking dance technique classes in the dance program. The schedule for all dance technique classes is available in the main office of the Center for Theatre Arts. Registration for technique classes takes place in Teagle Hall. Students taking technique for academic credit must also register through their own colleges.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance classes is by audition. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155.

### The Dance Major

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, Theatre Arts 233 or 305 (Explorations in Movement and Performance) and Theatre Arts 210 (Beginning Dance Composition and Music Resources). It is also recommended that Theatre Arts 201 (Dance Improvisation), Theatre Arts 250 (Fundamentals of Theatre Design and Technology) and Music 105 (Introduction to Music Theory) be taken before the junior year. The following requirements are expected of the major.

### Prerequisites for the Major:

**THETR 210** Beginning Dance Composition and Music Resources

**THETR 233 or 305** Explorations in Movement and Performance

Two technique courses in modern dance or ballet at level II or above

**Requirements for the Major: Credits**

|   |       |
|---|-------|
| <b>Music 105</b> Introduction to Music Theory (or substitute at the appropriate level)              | 3     |
| <b>ONE</b> course in historical dance, tap, jazz, a non-western form, folk dance, or ballroom dance | 0-3   |
| <b>TWO</b> semesters each of ballet and modern dance (in addition to the prerequisite)              | 4     |
| <b>THETR 155</b> Rehearsal and Performance  | 1     |
| <b>THETR 201</b> Dance Improvisation  | 3     |
| <b>THETR 250</b> Fundamentals of Design and Technology  | 4     |
| <b>THETR 310-311</b> Intermediate Dance Composition   | 8     |
| <b>THETR 312</b> Physical Analysis of Movement  | 3     |
| <b>THETR 314-315</b> Western Dance History  | 8     |
| <b>THETR 410</b> Advanced Dance Composition   | 4     |
| <b>THETR 418</b> Seminar in History of Dance (or other 400-level academic dance course)             | 4     |
| <b>THETR 491</b> Senior Project   | 4     |
| Total   | 46-49 |

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

**Department Courses:**

See individual sections for: Freshman Writing Seminars; General Survey Courses; Theatre Studies; Acting; Directing; Playwriting; Design; Technology; Stage Management; Independent Study, Internships and Honors; Film; Dance.

**FRESHMAN WRITING SEMINARS**

**THETR 108 Writing about Film**  
Summer. 3 credits. Offered occasionally.  
Staff.

**THETR 110 Topics in the Cinema**  
Fall and spring. 3 credits.

M W F 10:10-11:00. V. Begley.  
Topic for 1994-95: Broadway and Hollywood: Theatre and Film in America. Hollywood occasionally turns to "proven," commercially successful plays as raw material for marketable films. This course will examine the politics and process of film adaptation, the ambivalent relation of Hollywood to Broadway, and the larger question of how mass culture makes use of marginal cultural forms. In addition, we will focus on different ways of thinking and writing about performance, text, and film. Materials will probably include: Norman's *Night Mother*, Hare's *Plenty*, Lucas' *Prelude to a Kiss*, and Mamet's *Glengarry Glen Ross*.

**THETR 120 Enfants Terribles: Rebellious Youth on Stage**  
Spring. 3 credits.

M W F 12:20-1:10. R. Bechtel.  
Throughout history, in many of the world's most controversial dramatic texts, playwrights have thrust young heroes and antiheroes center stage. By focusing on such plays as *The Orestia*, *Hamlet*, *Spring Awakening*, *Mrs. Warren's Profession*, and *Oleanna*, among others, this course will explore such themes as innocence, rebellion, and rebirth, and how

these themes are achieved through representations of youth. The plays will be treated in their historical context in order to understand the social and cultural forces that prompted the playwrights to address such themes and informed their creation of juvenile characters. In turn, the theatrical presentation of these plays in their historical moment will also be examined to determine their effect on the cultural and social climate of the period.

**[THETR 130 American Myth in Drama]**  
Fall. Not offered 1994-95.  
Staff.]

**[THETR 140 From Script to Stage]**  
Fall and spring. 3 credits. Not offered 1994-95.]

**[THETR 150 Other Voices in American Drama]**  
Fall and spring. 3 credits. Not offered 1994-95.]

**THETR 160 Writing in the Theatre**  
Fall and spring. 3 credits.

M W F 9:05-9:55. M. Leon.  
Topic for 1994-95: Producing Culture: Theatre in America Today. This course will explore key material features of producing professional theatre in America today. Organized along axes of venue (Broadway, regional, university) and financial structure (commercial, not-for-profit), this course will examine a select group of American theaters with the explicit aim of exploring a larger concern, namely, the relationship between material forces and cultural product. Issues to be addressed include the nurturing of playwrights and development of new plays, National Endowment for the Arts and related funding controversies, and non-traditional casting policies. We will read a number of recent plays—not only for the content of the dramas themselves, but with a critical eye toward the life of their production of the American (and sometimes British) stage. In addition to writing assignments during the course of the semester covering the topics outlined above, students will be asked to write a final research paper involving the case study of a theatre or production of their choice.

**THETR 170 Writing about the Theatre**  
Fall. 3 credits.

T R 10:10-11:25. J. E. Gainor.  
Writing about the theatre entails much more than composing the scathing reviews for which drama critics are notorious. We will consider theatre from many angles: its place in cultural history, literary elements of dramatic texts, the theatrical production and its components. Focusing on the three main productions in the Theatre Arts department during the semester, we will explore numerous perspectives on performance, and by seeing the dramas and meeting with artistic personnel, we will develop a fuller understanding of the multiple positions from which we can critique and discuss the theatrical event.

**THETR 180 Asian-American Drama**  
Fall and spring. 3 credits.

T R 11:40-12:55. C. Conceison.  
What does it mean to be Asian American? We will explore this question through examination of selected plays written by Asian American playwrights. Topics will range from the history and status of Asians and Asian Americans in the U.S. to issues of current concern in the Asian American community

both nationally and at Cornell. We will read works by Frank Chin, Velina Hasu Houston, David Henry Hwang, and Genny Lim among others. Writing assignments will include analytical papers, theatre reviews, short scenes, and journal entries. Attendance at selected Asian American Playhouse productions will be required.

**[THETR 190 Theatre and Society]**  
Fall and spring. 3 credits. Not offered 1994-95.  
Staff.]

**GENERAL SURVEY COURSES**

**THETR 230 Creating Theatre**  
Spring. 3 credits.

T R 8:40-9:55. K. Goetz and faculty.  
An overview course introducing students to the collaborative art of theatrical production. Students will explore theatre backstage and onstage and learn about the perspective of the audience. Through lectures, demonstrations, discussion with faculty and staff, and attendance at departmental productions, the class will be exposed to a number of theatrical and dance forms.

**THETR 430 Introduction to Theatre Management**

Spring. 4 credits. Limited to 15 students.  
J. E. Gainor.

This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office. The class will use the work of the Center for Theatre Arts as a case study, and faculty and staff of the Department of Theatre Arts will lead sessions on the various topic areas.

**THEATRE STUDIES COURSES**

**THETR 223 The Comic Theatre (also Comparative Literature 223 and Classics 223) #**

Spring. 3 credits.  
J. Rusten.  
See Classics 223 for course description.

**THETR 240 Introduction to Western Theatre I #**

Fall. 4 credits.  
T R 10:10-11:25. J. Devenyi.  
A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—in classical Greece and Rome, medieval and Renaissance Europe. Representative plays will be read and discussed in their theatrical context.

**THETR 241 Introduction to Western Theatre II #**

Spring. 4 credits.  
T R 10:10-11:25. J. Devenyi.  
A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—since 1642. Among the areas considered will be French Neoclassicism, the English Restoration, the eighteenth and nineteenth centuries in England, France, and Germany and the modern international stage. Representative plays will be read and discussed in their theatrical context.

**[THETR 322 Russian Drama and Theatre (also Theatre Arts 622 and Russian 332/632)]**

Fall. 4 credits. Not offered 1994-95.  
See Russian 332 for description.]

**[THETR 331 The Classical Theatre (also Comparative Literature 331) #**

Fall. 4 credits. Prerequisite: THETR 240 or permission of instructor. Not offered 1994-95. Staff.

This course will look at the major developments in Classical Greek and Roman theatre as well as possible assessments in the light of contemporary theory. Topics may include one or more of the following: the relation of the dramatic festivals to questions of democracy, the links between the *Poetics* and subsequent criticism, and more recent critical approaches to the dramatic texts.]

**[THETR 332 Medieval and Renaissance Theatre (also Comparative Literature 332) #**

Fall. 4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 1994-95. Staff.

Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of Shakespeare's work. Representations of class, race, and gender on stage as well as in the audience will also be examined.]

**[THETR 333 European Drama from the Neo-Classical to the Bourgeois (also Comparative Literature 333)**

Spring. 4 credits. Prerequisite: THETR 240 or 241. Not offered 1994-95.

The course will examine the explosion of dramatic forms and theories in pre- and post-revolutionary Europe. The class will also discuss the ways in which changes in theatre architecture and dramatic structure participate in the dynamics of change in European society that operates between the early seventeenth and the mid-nineteenth centuries.]

**[THETR 335 The Modern and Contemporary Theatre (also Comparative Literature 337)**

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 1994-95.

Staff.  
A study of the drama and its cultural contexts from the late nineteenth century to the present. This course will raise questions about modern as well as postmodern theories of performance and the role of theatre in society. It may also examine western style theatre in non-western settings.]

**[THETR 336 American Drama and Theatre (also English 336)**

Fall. 4 credits. Limited to 25 students. Prerequisite: permission of instructor. Not offered 1994-95.

Staff.  
A survey of twentieth-century American theatre and representative American plays.]

**THETR 337 Contemporary American Theatre (also English 337)**

Fall. 4 credits. Limited to 20 students. T R 1:25-2:40. J. E. Gainor.

A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color to explore questions of identity and theatrical responses to contemporary American culture.

**THETR 372 English Drama to 1700 (also English 372)**

Fall. 4 credits.  
T R 2:55-4:10. S. McMillin.  
See English 372 for description.

**THETR 373 English Drama from 1700 to the Present (also English 373)**

Spring. 4 credits.  
T R 2:55-4:10. S. McMillin.  
See English 373 for description.

**[THETR 431 Theory of the Theatre and Drama (also Comparative Literature 433) #**

Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1994-95. Staff.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

**THETR 433 Dramaturgy: Play and Period (also Comparative Literature 443)**

Spring. 4 credits.  
M. Hays.  
Inventing the Modern Drama. European theatre between 1870 and 1900.

**THETR 434 Theatre and Society (also English 454)**

Fall. 4 credits. Prerequisite: permission of instructor or some work in theatre history or dramatic literature at the 300 level.  
W 10:10-12:05. M. Hays.  
Staging the End of the Century: reflections on American life in the works of Tony Kushner, Anna Smith, Jose Rivera, Paula Vogel, Richard Greenberg, and others.

**THETR 435 Special Topics: Theories of Contemporary Performance (also Comparative Literature 436)**

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor.  
T R 2:55-4:10. J. Devenyi.  
This course will provide an introduction to performance studies. After a review of the major performance traditions of the late twentieth century, the class will examine the theoretical and practical work of contemporary international and American directors, performance groups and artists who, in their mise-en-scene, combine various media.

**[THETR 436 The Female Dramatic Tradition (also Women's Studies 433)**

Spring. 4 credits. Not offered 1994-95.  
J. E. Gainor.  
Is there a "female dramaturgy"? What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.]

**THETR 437 Seminar in Dramatic Criticism (also Theatre Arts 636)**

Spring. 4 credits. Prerequisite: open to qualified junior and senior departmental majors with permission of the instructor.  
J. Ellen Gainor.  
Topic for 1995: Close Reading. Reading as: critic, dramaturg, actor, director. How do we distinguish among these perspectives? Where might they be mutually informing or exclusive? A limited number of texts will be selected for intensive scrutiny.

**[THETR 438 East and West German Drama**

Fall. 4 credits. Not offered 1994-95.  
D. Bathrick.  
This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

**[THETR 470 The Japanese Noh Theater and Modern Dramatists (also Asian Studies 470 and Comparative Literature 470)**

Fall. 4 credits. Alternates with THETR 471. Not offered 1994-95.  
K. Brazell.  
See Asian Studies 470 for course description.]

**THETR 471 Japanese Theatre (also Asian Studies 471) @ #**

Fall. 4 credits.  
T R 2:30-4:25. K. Brazell.  
See Asian Studies 471 for course description.

**THETR 600 Proseminar in Theatre Studies**

Spring. 4 credits. Limited to Theatre Arts graduate students.  
TBA. Staff.  
An introduction to the theory and methods involved in the study of the theatre as cultural and aesthetic practice.

**[THETR 622 Russian Drama and Theatre (also Theatre Arts 322 and Russian 332/632)**

Not offered 1994-95.  
See Russian 322 for description.]

**THETR 630 Special Topics: Los Angeles as Cultural Performance (also Comparative Literature 632)**

Spring. 4 credits.  
J. Devenyi.  
This course will attempt to establish connections between various aspects of contemporary culture in Los Angeles (urbanization, freeway psychology, pop culture, Southern California interculturalism in the theatre, body building, the film industry, etc.), from the point of view of performance. It will also investigate interpretations and representations of Los Angeles with an emphasis on those originating from the East Coast United States and France.

**THETR 633 Seminar in Theatre History: The Director's Theatre (also Comparative Literature 634)**

Fall. 4 credits.  
W 2:00-4:00. M. Hays.  
Modern dramaturgy and the rise of the director, with special emphasis on Pirandello, Brecht, and Artaud.

**THETR 636 Seminar in Dramatic Criticism (also Theatre Arts 437)**

Spring. 4 credits. Prerequisite: Permission of instructor.  
J. E. Gainor.  
Topic for 1995: Close Reading. Readings as: critic, dramaturg, actor, director. How do we distinguish among these perspectives? Where might they be mutually informing or exclusive? A limited number of texts will be selected for intensive scrutiny.



**THETR 637 Seminar in Dramatic Theory (also Comparative Literature 638)**

Spring. 4 credits. Prerequisite: Permission of instructor.

M. Hays.

Disciplining the Spectator. The transformation of Republic world and the rise of the literary eighteenth- and nineteenth-century Europe.

**[THETR 641 Dark Employments: The Revolutionary Practice of Romantic Drama (also English 641)]**

4 credits. Not offered 1994-95.

R. Parker.

See English 641 for description.]

**[THETR 648 East and West German Drama: Post-1945 (also German Studies 438)]**

Fall. 3 credits. Not offered 1994-95.

D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

**THETR 656 Race and Theatre in America (also English 656)**

Spring. 4 credits.

B. Jeyifo.

See English 656 for course description.

**[THETR 660 Visual Ideology (also Comparative Literature 660 and German Studies 660)]**

Spring. 4 credits. Not offered 1994-95.

G. Waite.

See German Studies 660 for description.]

**[THETR 678 Post-Structuralist Dramatic Theory (also Comparative Literature 678)]**

Fall. 4 credits. Not offered 1994-95.

J. Devenyi.

This course will investigate trends in dramatic theory since structuralism and discuss their application to dramatic texts and performance from various periods.]

**[THETR 679 Bertolt Brecht in Context (also German Studies 679 and Comparative Literature 679)]**

Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 1994-95.

D. Bathrick.

Brecht's theory and dramatic praxis will be examined in the light of a two-fold contexts: (1) the relation of selected plays and writings to the historical contingencies of the Weimar and exile periods in which they emerged; (2) in later periods: an analysis of the reception and various readings (postmodern, feminism, post-structuralism) of these same works by later writers and critical publics in Germany and the United States as a way of understanding the changing nature of aesthetic values in the postwar period. Special attention will be given to the importance of Marxism for Brecht's art, as well as to the author's role as a representative of the cultural avant-garde.]

**[THETR 692 The Politics of Criticism (also Comparative Literature 692 and German Studies 692)]**

Fall. 4 credits. Not offered 1994-95.

D. Bathrick.

See German Studies for description.]

**ACTING****THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**THETR 205 Rehearsal Workshop**

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission.

2-4 hours per week, TBA. Staff.

This course will enable students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class will depend on the needs of a particular production (history, choreography, textwork, dramaturgy, etc.). This class will leverage the experience of participating in a production by allowing students to focus intensely on a particular aspect of that production in a non-pressurized learning environment.

**THETR 280 Introduction to Acting**

Fall or spring. 3 credits. Each section is limited to 16 students. Registration only through roster in the department office, Center for Theatre Arts.

01 T R 2:30-4:25 (primarily for prospective majors and those interested in extended study of acting), A. Van Dyke. 02 T R 12:20-2:15, staff. 03 M W 12:20-2:15, staff. 04 M W 2:30-4:25, staff. 05 T R 2:30-4:25, staff. 06 T R 10:10-12:05, staff. 07 M W 2:30-4:25, staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus will be on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

**THETR 281 Acting I**

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, the Center for Theatre Arts. 281 is restricted to sophmores and above.

01 T R 10:10-12:05, A. Van Dyke. 02 M W 12:20-2:15, staff.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study utilizing the plays of Williams, Inge, and Miller.

**[THETR 282 Introduction to Voice and Speech for Performance]**

Fall or spring. 2 credits. Not offered 1994-95. Staff.

Study and practice in the development of the speaking voice with emphasis on tone quality, breathing, articulation, and practice of standard American English pronunciation. Some oral interpretation of poetic, narrative, and dramatic text.]

**[THETR 283 Voice and Speech for Performance]**

Spring. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisites: THETR 282. Not offered 1994-95. Registration only through department roster in the main office of the Center for Theatre Arts. Development of the speaking voice with additional emphasis on dramatic interpretation.]

**THETR 284 Speech and Dialects for Performance**

Spring. 3 credits. Limited to 12 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: THETR 280, 281, and permission of instructor. Registration only through department roster in the main office of the Center for Theatre Arts.

T R 10:10-12:05. A. Van Dyke.

Development of speech and dialects in dramatic text.

**THETR 285 Creativity and the Actor**

Summer. 3 credits. Limited to 16 students.

M-F. 9-11:30. D. Feldshuh.

Using mime, physical and vocal exercises, karate, Gestalt therapy, theatre games, and Zen meditation, this course will attempt to make the student more aware of how he or she participates in and can influence the creative process of acting and to assist the student toward a greater capacity for stage presence. The course will deal with hindrances to the creative response (stage fright, self-consciousness, mannerisms, physical and vocal tension, emotional blocks), introduce the concepts of energy, stillness, and release, and explore the relationship between emotion, mind and body structure. It will attempt to give the individual tools with which the student may continue to expand his or her capacity for spontaneous, flexible, and believable acting.

**THETR 287 Summer Acting Workshop**

Summer. 3 credits. Limited to 16 students in a section.

An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

**THETR 380 Acting II**

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students.

T R 10:10-12:05. R. Wilson.

A continuation of Acting I. Special consideration will be given to a physical approach to characterization utilizing the plays of Chekhov and Ibsen.

**THETR 381 Acting III: Advanced Scene Study**

Spring. 3 credits. Prerequisite: THETR 280, 281, 380, and audition. Limited to 10 students.

M W 12:20-2:15. K. Grant.

This course focuses on advanced problems in language and period style (movement, bows, curtsies, and period dances). Monologues and scenes will be drawn from these playwrights: Shakespeare and Moliere.

**THETR 385 Skills, Techniques, and Physical Approaches to Performance**

Spring. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students.

M W 2:30-4:25. R. Wilson.

Physical skills for the actor will be developed through work with LeCoq-based Neutral Mask technique, Commedia Dell-Arte half-mask technique, and basic unarmed stage combat technique.

**[THETR 400 Modern Performance Problems]**

Fall. 4 credits. Prerequisites: THETR 240, 280, 281 and permission of instructor. Limited to 14 students. Not offered 1994-95.

J. E. Gainor and R. Wilson.

This class is a combination of play analysis and performance focused on the special problems of gender issues in modern dramatic material. Playwrights to be studied are Caryl Churchill, Sam Shepard, and Marsha Norman. The class will not only deal with some of the plays by these authors, but also critical writing based on their work. Requirements will include the performance of monologues and scenes and the writing of three papers.]

**DIRECTING****THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned assistant director positions after obtaining director's approval. Students should add this course only after they have been given approval. S-U grades only.

Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**THETR 398 Fundamentals of Directing I**

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 280 and permission of instructor.

M W 12:20-2:15, plus lab W 4:30-6:00.

D. Feldshuh.

Focused, practical exercises to teach the student fundamental staging techniques that bring a written text to theatrical life. A core objective of the course is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

**THETR 498 Fundamentals of Directing II**

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Recommended: THETR 250 and 281.

M W 12:20-2:15 plus lab R 4:30-6:00.

D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges. The student will develop an increased ability to articulate and defend directorial choices and learn to work with actors on a diverse range of material. Directors will cast from a company of actors to be auditioned early in the semester. Each actor in the company will earn one or two credits as part of Theatre Arts 155.02.

**THETR 499 Seminar in Directing**

Fall or spring. 1-4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor.

Hours to be arranged. D. Feldshuh.

This seminar will give the student the opportunity to direct a full evening of theatre. It may also involve an internship with a prominent director on campus and a final paper focusing on a specific aspect of directing.

**PLAYWRITING****[THETR 348 Playwriting]**

Spring. 4 credits. Limited to 12 students. Registration only through department roster in CTA 225. Not offered 1994-95.

T R 2:55-4:10. R. Wilson.

A laboratory for the discussion of student plays. Following exercises in dramatic structure and technique, students will be expected to complete a one-act play.]

**THETR 349 Advanced Playwriting**

Fall. 4 credits. Prerequisite: THETR 348 and permission of instructor.

T R 12:20-2:15. R. Wilson.

A continuation of Theatre Arts 348, emphasizing advanced techniques and culminating in the composition of a full-length play.

**[THETR 497 Seminar in Playwriting]**

Fall. 1-4 credits. Prerequisite: THETR 348 and 349 or permission of instructor. Not offered 1994-95.]

**DESIGN, TECHNOLOGY, AND STAGE MANAGEMENT****Design****THETR 250 Fundamentals of Theatre Design and Technology**

Fall and spring. 4 credits. Not open to first term freshman. Limited to 12 students. Registration only through department roster in CTA 225. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently.

M W F 12:20-2:15. R. Archer, J. Johnson, P. Gill, K. Goetz, D. Hall, C. Orr Brookhouse.

An introduction to design and technology in the theatre. Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$35).

**THETR 262 Interactive Multimedia and Theatre in Social Education**

Fall and summer. 3 credits. Limited to 10 students.

T R 10:10-12:05. P. Gill.

This course explores digital multimedia as an educational tool. Students create interactive applications that encourage users to develop an awareness of and sensitivity to social issues. An interest in digital video and computer animation and art and some familiarity with the Macintosh computer are desirable. Equipment maintenance fee (collected in class): \$25.

**THETR 263 Computer-Aided Design for the Theatre**

Spring and summer. 3 credits. Limited to 6 students.

T R 10:10-12:05. P. Gill and selected Theatre Arts production faculty and staff.

Through lectures, discussion, and project work, this course will introduce both the application of existing software and the development of new computer-aided techniques to the design process for scenery, costumes, lighting, and sound for theatre. In addition to the use of digital multimedia and three-dimensional photorealistic rendering as design tools, the course will also investigate current performing arts specific software. Familiarity with the Macintosh computer is essential.

**THETR 343 Costume History: From Fig Leaf to Vanity**

Fall. 3 credits. Limited to 20 students.

T R 8:40-9:55. C. Orr Brookhouse.

Costume History will offer an overview of the history of clothing from the first signs of clothing to the early 20th century. It will investigate personal, social, religious, political, and regional reasons for why and how clothing evolved.

**THETR 360 Costume Crafts Studio**

Spring. 3 credits. Limited to 10 students.

M W 10:10-12:05. J. Johnson.

This course will provide hands-on experiences for students in the form of a series of workshops conducted by faculty members, visiting artists (from the community, primarily), and class members themselves.

Workshops may include mask-making, fabric manipulation, hair and wig care and construction, and millinery. Students will conclude the course by creating a costume utilizing three different techniques from the workshops and/or one discovered through individual research.

**THETR 362 Lighting Design Studio I: Lighting in the Performing Arts**

Fall and summer. 4 credits. Students are required to purchase lighting software and materials which the instructor will specify (approximate cost \$175.00). Prerequisite: THETR 252 and 340 or permission of instructor. Limited to 6 students.

M W 10:10-12:05. P. Gill.

An exploration of the process of seeing, basic theories of color, and the psychological and physical characteristics of light. Through discussion, design projects based on current Cornell productions, a series of projects in the light lab, and an actual dance-lighting design as a final project, this course considers the role of light as a flexible, expressive art medium, its visual elements and dramatic impact, and the intuitive nature of a successful approach to stage lighting.

**THETR 364 Scenic Design Studio**

Fall and spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor.

M W 10:10-12:05. K. Goetz.

An exploration of the process of designing scenery for the live theatre. Emphasis on the analysis of the dramatic text, research, and the use of imagery to support dramatic intent of playwright. Class projects will engage students in using a variety of mediums to explore how architecture, the arrangement of space, and elements of interior design are used dramatically. Class activities and projects are designed to encourage the development of student's innate expressive abilities. Experience in theatre production and graphic skills is helpful but not essential. May be repeated for credit.

**THETR 366 Costume Design Studio**

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Prerequisite: Permission of instructor. Limited to 10 students.

T R 10:10–12:05. J. Johnson.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and understanding production style. May be repeated for credit.

**THETR 368 Sound Design Studio**

Spring. 4 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 and 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$30.00).

T R 12:20–2:15. C. Hatcher.

The use of sound as a medium of design for the theatre; research and creation of sound score, recording and engineering techniques, live effects and projects in live and studio sound production.

**THETR 462 Lighting Design Studio II: Lighting in the Environment**

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students.

M W 10:10–12:05. P. Gill.

This course concentrates on the individual development of the lighting designer as a versatile artist. Discussion and guest artist lectures are combined with individual tutorial sessions and various environmental lighting design competition entries tailored to each student. This structure provides students with an opportunity to originate an independent contemporary style of lighting design.

**[THETR 464 Scene Design Studio II**

Fall and spring. 4 credits. Students are required to purchase materials which instructor will specify (approximate cost \$50). Prerequisite: THETR 363 or permission of instructor. Not offered 1994–95.

TBA. K. Goetz.

A continuation of THETR 364. Projects and activities will be tailored to the creative and developmental needs of the individual student with emphasis on maintaining professional standards.

**Technology****THETR 252 Technical Production Studio I**

Fall. 3 credits. Limited to 6 students.

T R 2:30–4:25. C. Hatcher.

Stage Lighting and Sound Technology: The practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork will be explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of fifty hours for the semester.

**THETR 254 Theatrical Make-up Studio**

Fall. 3 credits. Students are required to purchase make-up kits which the instructor will provide (approximate cost \$40.00). Prerequisite: permission of instructor. Limited to 12 students.

T R 2:30–4:25. J. Johnson.

Basic techniques of make-up for the stage including corrective, old age, and fantasy; use of prosthetics, wigs, hair and hairpieces.

**THETR 340 Theatrical Drafting and Technical Drawing Studio**

Fall. 3 credits. Limited to 6 students.

Prerequisite: THETR 250 or permission of instructor.

M W F 9:05–9:55. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. A series of projects to familiarize students with the convention and process of visualization and drafting.

**THETR 354 Stagecraft Studio**

Fall. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently.

Prerequisite: THETR 250 or permission of instructor.

T R 10:10–12:05. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

**[THETR 355 Theatrical Make-up Studio II**

Offered occasionally. 3 credits. Prerequisite: THETR 254 and permission of instructor. Not offered 1994–95.

This course is designed for the student interested in pursuing the field of makeup as a career. This course is geared toward students who have already displayed a talent for makeup design and application and wish to gain more experience in the related specialty areas of prosthetics, hair, and hairpieces.]

**THETR 356 Costume Construction Studio**

Spring. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently.

Prerequisite: THETR 250 or permission of instructor. Lab fee of \$25 to be paid in class.

M W 2:30–4:25. C. Orr Brookhouse.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

**Stage Management****THETR 153 Stage Management Production Laboratory I**

Fall and spring. 1–2 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor.

P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a Dance Theatre Concert or as a Stage Manager for readings or S.L.T.C. under the supervision of the faculty Production Stage Manager. THETR 370 complements this course.

**THETR 253 Stage Management Laboratory II**

Fall and spring. 1–4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor.

P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a season production under the supervision of the faculty Production Stage Manager. THETR 370 complements this course.

**THETR 353 Stage Management Laboratory III**

Fall and spring. 1–3 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of the instructor.

P. Lillard.

Practical experience in theatrical production as Stage Manager for a Dance Theatre Concert or as Production Stage Manager for the Black Box lab session under the supervision of the faculty Production Stage Manager. THETR 370 complements this course.

**THETR 370 Stage Management Studio**

Fall and spring. 1 credit. Prerequisite: THETR 250 or 280.

T 2:30–4:25. P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.

**THETR 453 Stage Management Laboratory IV**

Fall and spring. 1–5 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: admission to Advanced Undergraduate Theatre Program.

P. Lillard.

Practical experience in theatrical production as Stage Manager for a season production under the supervision of the faculty Production Stage Manager.

**Production Laboratories****THETR 151 Production Laboratory I**

Fall and spring. 1–3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the Proscenium Theatre.

S. Brookhouse, N. Cross, D. Hall,

C. Hatcher, K. Krump, C. Orr Brookhouse. Students register for sections by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound, 06 Stage crew. No prerequisites or experience required. This course provides practical experiences in theatrical production, as a member of the production crew.

**THETR 251 Production Laboratory II**

Fall and spring. 1–3 credits. Prerequisite: THETR 151 or permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium theatre.

S. Brookhouse, N. Cross, D. Hall,

C. Hatcher, K. Krump, C. Orr Brookhouse. Practical experience in theatrical production, in a position of major responsibility on the production staff. Students register for sections by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound.

**THETR 351 Production Laboratory III**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium Theatre. Prerequisite: THETR 251 or permission of instructor.

R. Archer, C. Hatcher, P. Gill, K. Goetz, J. Johnson, C. Orr Brookhouse.

This course provides practical experience in theatrical production, in a position of major responsibility on the production staff or as assistant to a faculty or guest designer.

**THETR 451 Production Laboratory IV**

Fall and spring. 1-3 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program.

R. Archer, P. Gill, K. Goetz, C. Hatcher, J. Johnson, C. Orr Brookhouse.

Practical experience in theatrical production, in the position of designer or in another position of major responsibility on the production staff.

**INDEPENDENT STUDY, INTERSHIPS AND HONORS****THETR 300 Independent Study**

Summer, fall, or spring. 1-4 credits.

TBA. Staff.

Independent Study in the Theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study.

**THETR 485 Undergraduate Internship**

Fall, spring, or summer. 1-6 credits.

TBA. Staff.

To be eligible to enroll and receive credit for an internship, Theatre Arts students must either be majors or be admitted to the Advanced Undergraduate Theatre Program (AUTP). Students are responsible for arranging their own internships in consultation with the AUTP faculty in their area of choice prior to preregistration of the semester in which the internship is planned to take place. To receive credit for this course, it must be an unpaid internship; if it is a paid internship, it is possible to receive independent study (see TA 300) credit for it.

**THETR 495 Honors Research Tutorial**

Fall or spring. 2-8 credits. Limited to Theatre Arts seniors only.

TBA. Staff.

This course is the first of a two-semester sequence (the second is THETR 496). Up to eight credit hours and one grade will be given upon completion of second semester. The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be a part of the honors program the student must maintain an average of 3.5 in departmental courses and an average of 3.0 in all courses. Students should consult with their advisers in their junior year if deciding to do honors. Admissions to honors is at the discretion of the departmental committee.

**THETR 496 Honors Thesis Project**

Fall or spring. 2-8 credits. Limited to Theatre seniors only.

TBA. Staff.

This course is the second of a two-semester sequence (the first is THETR 495). Up to eight credit hours and one grade will be given upon completion of second semester. See THETR 495 for further information.

**FILM****THETR 274 Introduction to Film Analysis: Meaning and Value**

Fall. 4 credits. Limited to thirty-five students.

T R 10:10-12:35. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films.

Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

**THETR 277 Video Production I**

Summer. 3 or 4 credits. Limited to 10 students. Offered occasionally.

M. Rivchin.

An intensive, hands-on video production course using Super-VHS cameras and editing equipment. Students will learn camera, lighting, sound recording, and editing techniques through a series of exercises. Directing for both single-camera and multiple-camera shoots will be practiced. Strategies and ideas for documentary, dramatic and experimental work, music videos, etc., will be discussed before students plan, write, shoot, and edit one short, individual project and one project of their choice. A \$25 equipment maintenance fee per student will be collected in class. Students will spend approximately \$50-60 for S-VHS and regular VHS videotapes, which they will own.

**[THETR 290 Filming Other Cultures (also Anthropology 290)]**

Spring. 3 credits. Limited to 20 students, with preference given to those who have taken either Anthropology 102 or Theatre Arts 274. Not offered 1994-95.

R. Ascher.

See Anthropology 290 for course description.]

**THETR 313 Japanese and Asian Film (also Asian Studies 313 and Comparative Literature 313) @**

Spring. 4 credits.

M W 11:15-12:20. Students are encouraged to screen each week's films twice, if at all possible, to prepare for Wednesday's formal analysis and discussion. Group screenings will be held in Uris Library on Monday and Tuesday evenings at 7:30 p.m. Students who cannot attend these screenings, however, may view films at their convenience in the Uris Media Room, where they will be held on reserve.

See Asian Studies 313 for course description.

**THETR 330 Political Theory and Cinema (also German Studies 330, Comparative Literature 330, and Government 370)**

Fall. 4 credits.

T R 11:40-12:55. G. Waite.

See German Studies 330 for course description.

**THETR 375 History and Theory of the Commercial Narrative Film**

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Offered alternate years.

T R 1:25-4:25. D. Fredericksen.

Consideration of the broad patterns of narration in the history of the commercial

narrative film, viewed as an artistic medium and as a system requiring the massive consumption of artifacts. Emphases placed upon the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration. Major figures discussed include Griffith, Eisenstein, Murnau, Von Stroheim, Dreyer, Chaplin, Renoir, Ford, Hitchcock, Welles, Antonioni, Fellini, Bergman, Bunuel, Resnais, Godard, Jansco and Herzog. Students majoring in film should have previously taken Theatre Arts 274.

**[THETR 376 History and Theory of Documentary and Experimental Film]**

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 274 is strongly recommended, but not required. Offered alternate years; not offered 1994-95. Next offered 1995-96.

T R 1:25-4:25. D. Fredericksen.

First, the history and theory of documentary film up to the end of World War II. Major figures covered include Vertov, Flaherty, Ivens, Grierson, Lorentz, Riefenstahl, Capra, Hurwitz, and Jennings. Second, within the history and theory of the experimental and personal film forms, emphases are: the avant-garde film of the twenties in Germany, France, U.S.S.R., and the U.S., the movement toward documentary practice in the thirties, and American experimental and personal film from the forties to the present. Major figures covered in this latter period include Deren, Brakhage, Baillie, Belson, the Whitneys, Hill, Snow, Pitt, L. Jordan, H. Smith, G. Nelson and Mekas.]

**THETR 377 Fundamentals of 16mm Filmmaking**

Fall and spring. 4 credits. Limited to 10 students. Intended for juniors and seniors (who may need to sign up a year or more in advance). Prerequisite: THETR 274 (or higher-level film studies course) and permission of instructor. Fee for maintenance costs, \$100 (paid in class). The average cost to each student for materials and processing is \$400.

M W F 2:15-4:25. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing the creative development of filmic ideas through critical discussion. Each student will complete a number of short film projects to explore narrative, experimental, documentary, animation, and abstract genres. A longer, final sound film project will be screened publicly.

**[THETR 378 Soviet Film of the 1920s and French Film of the 1960s]**

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 375 is strongly recommended, but not required. Offered alternate years. Not offered 1994-95. Next offered spring 1997.

T R 1:25-4:25. D. Fredericksen.

An intensive treatment of two distinct periods of innovation in film theory and history. Emphasis on the vital relationship between theory and practice in these two periods. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, Room, Godard, Truffaut, Resnais, Rohmer, Tati, Rouch and Bresson.]

**[THETR 379 Documentary Film from 1945 to present]**

Spring. 4 credits. Prerequisite: THETR 376 or permission of the instructor. Fee for screening expenses, \$10 (this fee is paid in class).



Offered alternate years; offered 1994-95. Next offered 1995-96.

T R 1:25-4:25. D. Fredericksen.  
Emphases on the contemporary documentary film as a sociopolitical force, as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of theoretical questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, Challenge for Change, direct cinema, cinema verite, revolutionary documentary of the Third World and feminist documentary. The scope is international.]

### THETR 383 Screenwriting

Spring. 3 credits. Prerequisites: THETR 274 and 377, and permission of instructor. Limited to 12 students.

M W 12:20-2:15. R. Wilson.  
Exercises in various genres of screenwriting will be explored: the commercial narrative, documentary, experimental, and abstract. This class will culminate in the writing of a finished script for a ten to fifteen-minute film. Note: This class is an intensive writing experience that will demand a great deal of outside work.

### [THETR 389 Luis Buñuel and the Cinema of Poetry (also Spanish Literature 379)]

Spring. 4 credits. Taught in English. Films with subtitles. Not offered 1994-95.

Screenings to be arranged. A. Monegal.  
See Spanish Literature 379 for course description.]

### THETR 395 Video: Art, Theory, Politics (also English 395)

Fall. 4 credits.

T R 11:40-12:55. T. Murray.  
See English 395 for course description.

### [THETR 396 German Film (also Comparative Literature 396 and German Studies 396)]

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. Not offered 1994-95.

Screenings to be announced. D. Bathrick.  
The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film, 1918-1933; Nazi film, 1933-45; postwar film, 1945-present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method of viewing and analyzing films.]

### THETR 399 Spanish Film (also Romance Studies 399)

Spring. 4 credits.

M W F 2:30. A. Monegal.  
See Romance Studies for description.

### [THETR 402 Latin American and Latino Video (also Romance Studies 402 and Hispanic American Studies 402)]

Spring. 4 credits. No knowledge of Spanish required. Not offered 1994-95.

C. Noriega.  
See Romance Studies 402 for complete description.]

### THETR 413 Film and Performance

Spring. 4 credits. Prerequisite: At least one production course in 16mm film or video, and/or at least one 300-level course in acting, directing, dance or dance composition. Permission of the instructors. Limited to 10-12 students. \$50 maintenance fee to be paid in class.

T R 2:30-4:30. M. Rivchin and J. Self.  
Special Topic for 1995: Experimental Film, Video, and Performance. This course is a creative, production workshop intended for advanced students in filmmaking, videomaking, dance, and theatre performance who want to collaborate in making experimental film and/or mixed-media performance art. It is an opportunity for an interdisciplinary, exploratory approach to studying historical contemporary multi-media work, considering its roles in visual culture, and practicing it. [It is not a course in sync-sound, dramatic narrative work: see THETR 477].

Classes will include discussions of texts about screenings of films and videos illustrating particular styles and phases of avant-garde film and such performance work as: Happenings; Fluxus; Robert Wilson's *Einstein on the Beach*; work by Robert Rauschenberg, Merce Cunningham, and John Cage; Laurie Anderson, Tricia Brown, and Nam June Paik; Spaulding Grey's *Swimming to Cambodia*; Robbie McCauley's *Indian Blood*; music videos, etc.

To develop skills there will be exercises in and demonstrations of experimental techniques for color film, unusual film stocks and printing methods, and video in-camera manipulations and digital video editing effects. There will also be movement, improvisation and choreographic exercises and practice in designing performance spaces with projections. The production of collaborative group projects may combine projection with live performance, experimental performance work within a film or video piece, or multi-media events. A public presentation of the final project(s) will take place at the end of the semester.

### [THETR 475 Seminar in the Cinema I (also College Scholar Seminar)]

Spring. 4 credits. Limited to twenty students. Offered alternate years; not offered 1994-95. Next offered 1995-96.

T R 10:10-12:05. D. Fredericksen.  
Topic for 1996: Jung, film, and the process of self-knowledge. "Know thyself": this has been called our culture's most enduring psychological need, and it has been frequently offered as the *raison d'être* for liberal studies. C. G. Jung's answer to how one might "know oneself" is based on his claim that "image is psyche"; his informing metaphor is depth. The seminar will trace the elaborations of this position in Jung, James Hillman, Russell Lockhart, Murray Stein, and Sylvia Perera. It will also test the critical capacities of this position with respect to film images given us by Bergman, Fellini, Stan Brakhage, Gunvor Nelson, Suzan Pitt, Larry Jordan, Bruce Baillie, and others. The manner in which Jung's claim might provide an archetypal and imaginal alternative to current approaches to liberal studies will be asked throughout the seminar; the nature of education will thereby become a central theme of the semester's work.]

### [THETR 476 Seminar in the Cinema II

Spring. 4 credits. Prerequisite: THETR 274 or 375 or comparable experience in film analysis. Limited to twenty students. Offered alternate years. Not offered 1994-95. The spring 1997 topic will be announced in the 1995-96 catalog.]

### THETR 477 Intermediate Film and Video Projects

Fall. 4 credits. Limited to 6 students.

Prerequisites: THETR 377 and permission of instructor. Fee: \$100 cinema maintenance fee. Film projects costs: \$1000-3000; video \$200-500.

T R 10:10-12:05. M. Rivchin.  
This is a second-level 16mm filmmaking course for students who have already drafted and/or completed a short screenplay (5-10 minutes) for sync-sound production and post-production. After script revisions, budgeting, production scheduling, casting and rehearsals, students will learn the basic techniques of sync-sound filming, directing, and editing dramatic narrative documentary work. [N.B. Students interested in more experimental film genres should consider THETR 413].

The class will form two filming crews rotating as directors, cinematographers, and sound recordists for each others' projects. Students may also opt for shooting in film, transferring to and editing on videotape, or working entirely on videotape. Students will edit the films they write and direct, and will be individually responsible for all film flatbed editing, sound track mixing, A & B rolling options, and lab work; or for video editing and mixing techniques. A public screening for completed films and videos will be held at the end of the semester.

### THETR 493 Advanced Film Projects

Summer. 4 credits. Limited to 12 students.

Prerequisite: THETR 280, 281, or 377 or equivalent and permission of instructor. Maintenance fee, \$50.

M. Rivchin.  
Students work in small crews to produce a short dramatic film and/or short documentary film, using synchronous sound filming and editing equipment and/or super-VHS video. Equipment is provided, but students must pay for film and processing (average cost, \$400) or videotape (average cost \$100).

### THETR 653 Myth onto Film (also Anthropology 653)

Fall. 4 credits. Open to undergraduate and graduate students with permission of instructor. Enrollment limited by available studio space and equipment. Prerequisite: some knowledge of any one of the following: anthropology, filmmaking, mythology, graphics, drawing, and painting.

W 2-4:25. R. Ascher.  
See Anthropology 653 for course description.

### [THETR 699 German Film Theory (also German Studies 699 and Comparative Literature 699)]

Spring. 4 credits. Not offered 1994-95. Offered occasionally.

D. Bathrick.  
This course will examine critically the writings of major German film theories from the Weimar period to the present. Works by Bela Balazs, Rudolf Arnheim, Siegfried Kracauer, Walter Benjamin, Theodor Adorno, Max Horkheimer, Alexander Kluge, H. J. Syberberg, Gertrud Koch, Thomas Elsaesser, and others will be read and

discussed in light of the following considerations: What are the cultural and political contexts out of which these ideas emerge and how are these theories addressing these contexts? How do these theories relate to the work coming out of other national traditions at the same time or to current debates in feminist, formalist, postmodern, or poststructuralist film theory. There will be film showings.]

## DANCE

### THETR 123 Ballet I (also Physical Education 423)

Fall and spring. 0 or 1 credit. Satisfies the PE requirement. Attendance at dance concerts is required. Theatre Arts and Physical Education registration at Teagle Hall only.

Fall T R 3:10-4:40. Spring T R 11:20-12:50. B. Suber.

The fundamentals of classical ballet technique. Material covered includes all of the exercises at the barre, and elementary work in the areas of port de bras, adage and petite and grande allegro. The acceleration of the class is determined by the ability of the majority of the class.

### THETR 124 Modern Dance I (also Physical Education 424)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement. Attendance at dance concerts is required.

Fall. Sec. 01 M W 1:30-3:00. J. Chu.  
Sec. 02 T R 11:20-12:50. J. Chu.  
Spring. Sec. 01 M W 1:30-3:00. J. Kovar.  
Sec. 02 T R 11:20-12:50. J. Chu.

The fundamentals of modern dance technique. Elementary dance movement phrases, with attention to rhythm, placement, and vitality of performance.

### [THETR 125 Tap Dance I (also Physical Education 425)]

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement. Not offered 1994-95.

TBA. L. Strassberg.  
Understanding of rhythm, coordination, sound emphasis, through basic tap steps.]

### THETR 155 Rehearsal and Performance

Fall and/or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the dance program's auditions. Students should add this course only after they have been assigned roles. S-U grades only.

Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

### [THETR 200 Introduction to Dance

Fall. 3 credits. Attendance at dance concerts is required. Not offered 1994-95.

Staff.]

### THETR 201 Dance Improvisation

Fall. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster in

the main office of the Center for Theatre Arts. Attendance at dance concerts is required.

T R 4:50-6:20. J. Morgenroth.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course offers the possibility of "training" one's movement instincts to respond with lightness, humor, grace, and spontaneity. Solo and group forms are covered. Includes some dance history.

### [THETR 209 Introduction to African Dance (also AS&RC 209) @

Fall. 3 credits. Not offered 1994-95.

Staff.

An introduction to ancient African dance forms, origins, socio-economic and political significance; the state of the dances, changes and continuing relevance in contemporary times. This course will look at the evolution and significance of contemporary dance forms.]

### THETR 210 Beginning Dance Composition and Music Resources

Spring. 3 credits. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through the department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required.

M W 4:50-6:50. J. Self and A. Fogelsanger. Weekly assignments are designed to introduce students to basic elements of dance traditionally and currently used in the choreographic process. Problems are defined and explored through class improvisation as a way to encourage fresh, individual solutions. Students compose and present a series of short studies that are discussed and reworked before being performed at informal studio showings. The music resource faculty will introduce the class to contemporary music for modern dance and orient the class regarding problems and possibilities with sound collaborations. Students are required to attend campus dance activities for class discussion.

### THETR 211 Dance Movement Workshop

Summer. 3 credits. Limited to 15 students. For students with varied levels of training, including those with no experience.

Staff.

Students explore new ways of moving and creating dances and prepare short studies each week based on material covered in class. Modern dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's perspective. Viewings of films, videotapes, and live performances.

### [THETR 225 Tap Dance II (also Physical Education 425)]

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall. Satisfies PE requirement. Prerequisite: permission of instructor. Attendance at dance concerts required. Not offered 1994-95.

M W 3:10-4:10. L. Strassberg.

Applying tap steps to a more intricate expression of technique, while developing musicality and improvisational skills.]

### THETR 231 Ballet II (also Physical Education 431)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: permission of instructor. Satisfies the PE requirement. Attendance at dance concerts is required.

M W 3:10-4:40. B. Suber.

An intermediate ballet class that is a continuation of Ballet I with intermediate work in the areas of port de bras, adage and petite and grande allegro. There is an emphasis on placement through muscular harmony.

### THETR 232 Modern Dance II (also Physical Education 432)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: Modern Dance I or permission of instructor. Satisfies the PE requirement. Attendance at dance concerts is required.

Fall. Sec. 01 M W 3:10-4:40.

J. Morgenroth. Sec. 02 T R 1:30-3:00.

J. Kovar. Spring. Sec. 01 M W 3:10-4:40.

J. Chu. Sec. 02 T R 1:30-3:00. J. Chu.

A continuation of Modern Dance I, for students with at least a year of dance training. Practice of longer dance phrases, with attention to clarity of design, rhythm, and expression.

### THETR 233 Explorations in Movement and Performance A (also Physical Education 440)

Fall. 0 or 1 credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement. Attendance at dance concerts is required.

M W 11:20-12:50. J. Self.

This course is a physically demanding exploration into a wide range of movement realms. Specific subjects covered are genderized movement, erotic power, spiritual power, music and movement, and ritual and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

### [THETR 304 Ballet III (also Physical Education 434)]

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement. Attendance at dance concerts is required. Not offered 1994-95.

B. Suber.

Study and practice of classical ballet at an advanced level. Work is done on strengthening the body through harmonic muscular control combining Russian, Danish and American techniques.]

### THETR 305 Explorations in Movement and Performance B (also Physical Education 440)

Spring. 0 or 1 credit. Explorations A, dance improvisation or permission. May be repeated for credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement. Attendance at dance concerts is required.

M W 1:30-3:00. J. Self.

This course continues the investigations of Explorations A with special emphasis on performance and ritual. The class will create performance opportunities throughout the semester.

**THETR 306 Modern Dance III (also Physical Education 436)**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance II or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement. Attendance at dance concerts is required.

Fall M W F 4:50-6:20. J. Self. Spring M W F 4:50-6:20. J. Morgenroth.

Advanced work with rhythm, placement, and phrasing for students who are prepared to refine technical skills of dancing. Students will be physically and mentally challenged by lengthy, complex phrases and will be expected to bring the instructor's material to life.

**[THETR 307 Asian Dance and Dance Drama (also Asian Studies 307) @**

Fall. 3 credits. May be repeated for credit. Section 1: Indian Dance, Section 2: Japanese Noh Theatre, Section 3: Indonesian Dance Theatre. Not offered 1994-95.

Staff.

Readings, lectures, and practice sessions. On Fridays there will be lectures, demonstrations, and discussions. Videotapes and films will be shown. The Monday and Wednesday classes will consist of learning basic movement vocabulary and dances. No previous experience in dance is necessary.]

**THETR 308 Modern Dance IV (also Physical Education 438)**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance III or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement. Attendance at dance concerts is required.

Fall. T R F 4:50-6:20. J. Chu. Spring. T R F 4:50-6:20. B. Suber.

A continuation of, and supplement to, Theatre Arts 306/Physical Education 436.

**[THETR 309 African Dance Aesthetics (also AS&RC 309) @**

Spring. 3 credits. Prerequisite: THETR and AS&RC 209 or permission of instructor. Attendance at dance concerts is required. Not offered 1994-95.

Staff.

An examination of African dance styles and forms within the cultural perspective of African peoples. Practical classes will consist of learning basic movement vocabulary, techniques, and dances, with lectures on the cultural world view of the people. Practical sessions will explore the dynamics of African dances as nonverbal artistic forms communicating a world view, with an end of semester studio showing.]

**THETR 310 Intermediate Dance Composition and Music Resources**

Fall and spring. 3-4 credits. Prerequisite: THETR 210. Attendance at dance concerts is required.

Fall, F 3:10-4:40 and hours to be arranged. J. Self and A. Fogelsanger. Spring, TBA. J. Chu.

The scheduled weekly meetings will be devoted to expanding the music vocabulary and skills of students through a survey of contemporary music for modern dance, discussion of the needs of musicians and choreographers in collaborations, and rhythmic studies. Students working on intermediate choreographic studies and projects to be presented in various performance situations. Work in progress will be

critiqued by faculty and peers. Design problems in costuming and lighting will be approached, and students with particular interests in collaboration will have a forum in which to develop their ideas.

**THETR 311 Intermediate Projects in Dance Composition**

Fall and spring. 3-4 credits. Prerequisite: THETR 310. Attendance at dance concerts is required.

Fall. TBA. J. Self and A. Fogelsanger.

Spring. TBA. J. Chu.

A continuation of THETR 310.

**[THETR 312 Physical Analysis of Movement**

Spring. 3 credits. Not offered 1994-95.

T R 1:25-2:40. J. Morgenroth.

This course is an examination of human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology and in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.]

**[THETR 314 Western Dance History I**

Fall. 4 credits. Attendance at dance concerts is required. Not offered 1994-95.

Staff.]

**[THETR 315 Western Dance History II**

Spring. 4 credits. Attendance at dance concerts is required. Not offered 1994-95.

Staff.]

**[THETR 318 Historical Dances #**

Spring. 2 credits. Prerequisite: Ballet II or Modern Dance II. Attendance at dance concerts is required. Not offered 1994-95.

Staff.

A sampling of the social dances from the Renaissance to the present, with emphasis on pinpointing basic differences in movement styles and customs in the various periods. A major part of class time will be spent learning and performing the dances.]

**THETR 410 Advanced Dance Composition I**

Fall and spring. 3-4 credits. Prerequisite: THETR 310 and 311. Attendance at dance concerts is required.

Fall. TBA. J. Self and A. Fogelsanger.

Spring TBA. J. Chu.

Students work on advanced choreographic problems, to be presented in performance. Work in progress will be critiqued by faculty on a regular basis.

**THETR 411 Advanced Dance Composition II**

Fall and spring. 3-4 credits. Attendance at dance concerts is required.

Fall. TBA. J. Self and A. Fogelsanger.

Spring TBA. J. Chu.

A continuation of THETR 410.

**THETR 413 Film and Performance**

Spring. 4 credits. Prerequisite: at least one production course in 16mm film or video, and/or at least one 300-level course in acting, directing, dance or dance composition. Permission of the instructors is required. Limited to 10-12 students. Equipment fee: \$50 to be collected in class.

T R 2:30-4:30. M. Rivchin and J. Self.

Topic for 1995: Experimental Film, Video, and Performance. For course description, see THETR 413 under Film heading.

**THETR 418 Seminar in History of Dance**

Fall. 4 credits. Prerequisite: General knowledge of dance history recommended. Attendance at dance performances required.

M W 1:25-2:40. B. Suber.

Topic for 1994: Identity, Voice, and Vision in Dance. Considering dance as a presentational art form, this seminar explores the idea of self in the context of performer, choreographer and audience. How is gender defined or exploited? What voice is represented onstage and for what viewing audience? Utilizing video and assigned readings, we will examine the contributions of such pivotal agents as the romantic ballerina, Martha Graham, George Balanchine, and Pina Bausch.

**THETR 490 Senior Paper in Dance**

Spring. 4 credits. Prerequisite: THETR 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the student will write a senior paper in dance history, criticism, or theory.

**THETR 491 Senior Project in Dance**

Fall or spring. 4 credits. Prerequisite: THETR 410 or permission. This course is limited to senior dance majors only.

TBA. Staff.

Students who take this course will create a project in choreography and performance, dance film or video, dance pedagogy, or other appropriate area agreed upon with a member of the dance faculty. Senior projects that are to be performed, must be presented within one of the three regularly scheduled department concerts.

**Tracks toward admission into the advanced undergraduate theatre program****Design, Technology, and Stage Management**

Required for ALL individuals interested in a Design, Technology, or Stage Management track:

**THETR 250** Fundamentals of Theatre Design and Technology

**THETR 151 and 251** Production Lab I and II (at least one credit of each)

Required for Scenic Design emphasis:

**THETR 340** Theatrical Drafting and Technical Drawing Studio

**THETR 351** Production Lab III (as Design Assistant)

**THETR 354** Stagecraft Studio

**THETR 364** Scene Design Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Costume Design emphasis:

**THETR 254** Theatrical Make-up Studio

**THETR 351** Production Lab III (as Design Assistant)

**THETR 356** Costume Construction Studio

**THETR 366** Costume Design Studio I

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Lighting Design emphasis:

**THETR 252** Technical Production Studio I

**THETR 263** Computer-Aided Design for the Theatre

**THETR 351** Production Lab III (as Student Electrician)

**THETR 351** Production Lab III (as Design Assistant)

**THETR 362** Lighting Design Studio I  
Upon admission to the program: THETR 451  
Production Lab IV (at least 1 credit)

Required for Sound Design emphasis:

**THETR 252** Technical Production Studio I

**THETR 351** Production Lab III (as Student  
Sound Technician)

**THETR 351** Production Lab III (as Design  
Assistant)

**THETR 368** Sound Design Studio

Upon admission to the program: THETR 451  
Production Lab IV (at least 1 credit)

Required for Technical Direction emphasis:

**THETR 252** Technical Production Studio I

**THETR 256** Technical Production Studio II

**THETR 340** Theatrical Drafting and Technical  
Drawing Studio

**THETR 351** Production Lab III (as Assistant  
Technical Director)

**THETR 354** Stagecraft Studio

Upon admission to the program: THETR 451  
Production Lab IV (at least 1 credit)

Required for Stage Management emphasis:

**THETR 253** and **THETR 353** Stage Manage-  
ment Lab II and III

**THETR 280** Introduction to Acting

**THETR 370** Stage Management Studio

**THETR 398** Fundamentals of Directing I

Upon admission to the program: THETR 453  
Stage Management Lab IV (at least 1 credit)

#### Acting

Required for ALL individuals interested in an  
acting track:

**THETR 151** and **THETR 251** Production Lab  
I and II (at least 2 combined credits)

**THETR 240/241** Introduction to Western  
Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and  
Technology

**THETR 280** Introduction to Acting

Required for Acting emphasis:

**THETR 281** Acting I

**THETR 282** Introduction to Voice and  
Speech for Performance

or

**THETR 284** Speech and Dialects for  
Performance

**THETR 380** Acting II

Be accepted into THETR 381 Acting III

#### Directing

Required for ALL individuals interested in a  
directing track:

**THETR 151** and **THETR 251** Production Lab  
I and II (at least 2 combined credits)

**THETR 240/THETR 241** Introduction to  
Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and  
Technology

**THETR 280** Introduction to Acting

**THETR 398** Directing I

**THETR 498** Directing II

#### Playwriting

Required for ALL individuals interested in a  
playwriting track:

**THETR 240/THETR 241** Introduction to  
Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and  
Technology

**THETR 280** Introduction to Acting

Required for Playwriting emphasis:

**THETR 348** Playwriting

**THETR 349** Advanced Playwriting

Students in the advanced undergraduate  
theatre program may also elect to take THETR

485 (Undergraduate Internship) in addition to  
or in place of one production assignment.

## TURKISH

See Department of Near Eastern Studies.

## UKRAINIAN

See Department of Modern Languages and  
Linguistics.

## URDU

See Department of Modern Languages and  
Linguistics, under "Hindi."

## VIETNAMESE

See Department of Modern Languages and  
Linguistics.

## WOMEN'S STUDIES MAJOR

See "Special Programs and Interdisciplinary  
Studies."

## WRITING PROGRAM

See John S. Knight Writing Program, p. 527.

## YIDDISH

See Department of Near Eastern Studies.

## YORUBA

See Department of Modern Languages and  
Linguistics.

## SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

### Africana Studies and Research Center

L. Edmondson, director (255-5218); A. Adams,  
N. Assié-Lumumba, V. Carstens, W. Cross (on  
leave, fall 1994-spring 1996), S. Greene,  
V. Gordon, R. Harris, S. Hassan, A. Mazrui,  
M. Muhammad, A. Nanji, D. Ohadike,  
J. Turner. Offices: 310 Triphammer Road,  
255-4625 or 255-4626.

The Africana Studies and Research Center is  
concerned with the examination of the  
history, culture, intellectual development, and  
social organization of Black people and  
cultures in the Americas, Africa, and the  
Caribbean. Its program is structured from an  
interdisciplinary and comparative perspective  
and presents a variety of subjects in focal  
areas of history, literature, social sciences, and  
African languages including Mandinka,  
Swahili, and Yoruba.

The center offers a unique and specialized  
program of study that leads to an undergradu-  
ate degree through the College of Arts and  
Sciences and a graduate degree, the Master of  
Professional Studies (African and Afro-  
American), through the university's Graduate  
School.

A student may major in Africana studies;  
however, another attractive alternative is the  
center's joint major program. This program  
enables the student to complete a major in  
any of the other disciplines represented in the  
college while at the same time fulfilling  
requirements for a major in Africana Studies.  
This requires only a few more credits than is  
usually the case when one completes a single  
major course of study. Courses offered by the  
center are open to both majors and nonmajors  
and may be used to meet a number of college  
distribution requirements, including historical/  
temporal breadth (\*) and geographical  
breadth (@) requirements, such as freshman  
writing seminars, language (Mandinka,  
Swahili, Yoruba), expressive arts, humanities,  
social sciences, and history.

The center also brings distinguished visitors to  
the campus, sponsors a lecture series, and  
houses its own library.

### The Africana Major

The undergraduate major offers interdiscipli-  
nary study of the fundamental dimensions of  
the Afro-American and African experiences.  
Because of the comprehensive nature of the  
program, it is to the students' advantage to  
declare themselves Africana majors as early as  
possible. The following are prerequisites for  
admission to the major.

Students should submit:

- 1) a statement of why they want to be an  
Africana studies major;
- 2) a tentative outline of the area of study  
they are considering (African or Afro-  
American) for the undergraduate  
concentration; and
- 3) a full transcript of courses taken and  
grades received.

The center's undergraduate faculty representa-  
tive will review the applications and notify  
students within two weeks of the status of  
their request.

After acceptance as a major in the Africana  
Center, a student must maintain a C+  
cumulative average in the center's courses  
while completing the major program. The  
Africana major must complete 36 credits in  
courses offered by the center, to include the  
following four core courses: AS&RC 231, 290,  
360, and 431. Beyond the core courses, the  
student must take 8 credits of center courses  
numbered 200 or above and 15 credits  
numbered 300 or above. Within this selection  
the student must take at least one of the  
following AS&RC courses: 203, 204, 283, or  
301. The program of an undergraduate major  
may have a specifically Afro-American focus  
or a specifically African focus.

### Joint Majors

The center encourages joint majors in the  
College of Arts and Sciences and in other  
colleges. Joint majors are individualized  
programs that must be worked out between  
the departments concerned. The center's  
undergraduate faculty representative,



Professor Adams, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

### Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

### Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Adams (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

**Honors.** The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

### Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of the following distribution requirements:

Social sciences: AS&RC 171, 172, 190, 191, 208, 231, 280, 290, 301, 302, 344, 345, 346, 351, 352, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 551, 571.

History: AS&RC 203, 204, 205, 283, 344, 350, 360, 361, 370, 381, 405, 460, 471, 475, 482, 483, 490, 510.

Humanities: AS&RC 202, 211, 219, 422, 425, 431, 432, 450, 455, 525.

Expressive arts: AS&RC 209, 285, 303, 425, 430.

Freshman writing seminars: AS&RC 100.

### Language Requirement

Courses in Mandinka, Swahili, and Yoruba may be used to satisfy the College of Arts and Sciences language requirement. Successful completion of the Mandinka or Yoruba series AS&RC/DMLL 121, 122, 123 provides qualification, and study through 203 in either language provides proficiency. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 203 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of one to complete the language requirement.

### Courses

#### AS&RC 121 Sec 01 Elementary Yoruba (also YORUB 121)

Fall. 4 credits.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

#### [AS&RC 121 Sec 02 Elementary Mandinka (also MANDI 121)]

4 credits. Not offered 1994-95.

V. Carstens and staff.]

#### [AS&RC 121 Sec 03 Elementary Zulu (also ZULU 121)]

Fall. 4 credits. Not offered 1994-95.

V. Carstens and staff.]

#### AS&RC 122 Sec 01 Elementary Yoruba (also YORUB 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 01.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

#### AS&RC 122 Sec 02 Elementary Mandinka (also MANDI 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 02.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

#### [AS&RC 122 Sec 03 Elementary Zulu (also ZULU 122)]

4 credits. Prerequisite: AS&RC 121, Sec. 03. Not offered 1994-95.

V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

#### AS&RC 123 Sec 01 Continuing Yoruba (also YORUB 123)

Fall. 4 credits. Prerequisite: AS&RC 121 & 122, Sec. 01.

V. Carstens and staff.

Building on AS&RC 121-122 this is an all-skills course with a functional emphasis. Class will be conversational.

#### AS&RC 123 Sec 02 Continuing Mandinka (also MANDI 123)

Fall. 4 credits. Prerequisite: AS&RC 121 & 122, Sec. 02.

V. Carstens and staff.

Building on AS&RC 121-122 this is an all-skills course with a functional emphasis. Class will be conversational.

#### [AS&RC 123 Sec 03 Continuing Zulu (also ZULU 123)]

4 credits. Prerequisite: AS&RC 121 & 122, Sec. 03. Not offered 1994-95.

V. Carstens and staff.

Building on AS&RC 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

#### AS&RC 131 Swahili

Fall. 4 credits.

A. Nanji.

Beginner's Swahili. Part 1—Grammar. Requires no knowledge of language.

#### AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131.

A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills help develop the student's comprehension. Swahili tapes are highly used.

#### AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132.

A. Nanji.

Advanced study in reading and composition.

#### AS&RC 134 Swahili

Spring. 4 credits. Prerequisite: Swahili 133.

A. Nanji.

In this course of the sequence more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

#### AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits.

Survey of key psychological dimensions of the Black experience, covering such issues as (1) Race and Intelligence; (2) Black Identity; (3) Black Family Structure; (4) Black English; (5) Black Middle Class; and (6) Nature of Black Psychology.

#### AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues

Spring. 3 credits.

This is a course will be devoted to the history of Black education along with contemporary issues in Black education, such as the struggle for Black Studies, the development of independent Black schools, and problems of public schools in Black communities.

#### AS&RC 191 Africa: The Continent and Its People @

Fall. 3 credits.

L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; contemporary political, economic,

social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization will also be explored.

**AS&RC 202 Swahili Literature @**

Fall. 4 credits. Prerequisite: Swahili 134.

A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

**AS&RC 203 Sec 01 Intermediate Yoruba (also YORUB 203) @**

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01.

V. Carstens and staff.

Intermediate conversation, grammar and composition.

**AS&RC 203 Sec 02 Intermediate Mandinka (also MANDI 203) @**

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01.

V. Carstens and staff.

Intermediate conversation, grammar and composition.

**[AS&RC 203 Sec 03 Intermediate Zulu (also ZULU 203) @**

4 credits. Prerequisite: AS&RC 123, Sec. 03. Not offered 1994-95.

V. Carstens and staff.

Intermediate conversation, grammar and composition.]

**AS&RC 204 History and Politics of Racism and Segregation**

Fall. 4 credits.

S. Greene.

The course will deal with historical and/or contemporary patterns of racism and segregation using South Africa and the United States as case studies. The study will be undertaken within a theoretical framework that broadly defines racism and segregation and their implication.

**AS&RC 205 African Civilizations and Culture # @**

Spring. 3 credits.

D. Ohadike.

May be used for history requirement. This course is concerned with the development of African civilizations and cultures from the earliest times to the present day, together with their contributions to world history. The aim is to promote the understanding of Africa and the appreciation of its cultural forms through the study of the continent's social, political, and economic structures. The approach is multidisciplinary. The course deals with the civilizations of North Africa, the Nile Basin, and Ethiopia (examples: Carthage, Egypt, Kush, and Meroa); the kingdoms and empires of Sub-Saharan Africa (examples: Ancient Ghana, Mali, Songhai, Oyo, Benin, Kongo, and Nwene Mutapa); African kinship systems; religions; healing systems, music, political philosophy, and mechanisms of social control. The course also looks at the impact of Islam and Christianity on the development of African cultures.

**AS&RC 211 West Indian Literature from Abroad @**

Spring. 3 credits.

A. Adams.

"Writing home": writing by West Indians who have emigrated to North America, Europe, or Africa, but whose cultural, social, psychological, spiritual center of gravity remains the

Caribbean (or its transplanted manifestation in the new domicile). Whether experienced as "exile," as with Lamming, "loneliness," as with Selvon, or as a search for the diasporic connection with the continent of ancestry, as with Conde, the West Indian literary artist abroad is, in some form, "writing home."

**[AS&RC 220 Women of Africa and of the Diaspora in Liberation Movements (also Women's Studies 220) @**

3 credits. Not offered 1994-95.

N. Assiè-Lumumba.

This course deals with women of Africa and of the African diaspora in liberation movements. The themes will include anti-slavery struggles in the Americas and the Caribbean, anti-colonization and decolonization movements, and anti-apartheid struggles in Africa. These movements, the women who participated in them, and especially the women who led them will be discussed within the broader historical, socio-economic, political, and cultural contexts. The women leaders to be studied include: Sojourner Truth, Harriet Tubman, Ida B. Wells-Barnett, and Angela Davis, Nzinga, Dona Beatrice, Yaa Asantewa, Nehanda, Nanny, Albertina Sisulu, and Winnie Mandela.]

**AS&RC 231 African American Social and Political Thought**

Spring. 3 credits.

J. Turner.

This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

**AS&RC 271 Introduction to African Development (also City and Regional Planning 271 and Government 271) @**

Spring. 3 credits.

This course will consider diversity within Africa; colonial/post-colonial legacy; tensions between "center" and "periphery" within countries; key linkages among agriculture, food, nutrition, and poverty; significance of human resources (health, education, and women's role in development); pressures on natural resource base; links to the international economy.

**AS&RC 280 Racism in American Society**

Fall. 3 credits.

D. Barr and J. Turner.

This course will be a topical treatment of the history and theory of racism in the United States. The course will begin with an examination of basic concepts and theories of racism. From there we will examine the history of racial groups in America, African-Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention will be paid to the political economy of racism and the sociological and the psychological aspects of race relations in

America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

**[AS&RC 283 Black Resistance: South Africa and North America**

4 credits. Not offered 1994-95.]

**AS&RC 285 Black Theater and Dramatic Literature**

Fall. 3 credits.

This course is an introduction to the history of literature of Black American Drama. It also provides an opportunity for students to cultivate an interest in individual and group presentation of Black dramatic materials. Students who successfully complete this course will be granted preference for the limited enrollment in AS&RC 425 (Advanced Seminar in Black Theatre and Dramatic Literature), which produces a public performance in the spring.

**AS&RC 290 The Sociology of the African-American Experience**

Fall. 3 credits.

J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. This course is required for all undergraduate students majoring at the Africana Center.

**AS&RC 301 Psychological Aspects of the Black Experience**

Spring. 4 credits.

This advanced undergraduate course highlights different aspects of the black experience. In recent years, it has centered on oppression and the psychology of Black social movements; however in the future the course theme may change from time to time.

**[AS&RC 302 Social and Psychological Effects of Colonialization and Racism**

4 credits. Not offered 1994-95.]

**[AS&RC 303 Blacks in Communication Media**

Spring. 3 credits. Not offered 1994-95.

The focus is on the general theory of communications, the function of media in an industrialized society, and the social, racial, and class values implied in the communication process. There is a term paper, and the screening of significant American and Third World films.]

**AS&RC 304 African American Art**

Spring. 3 credits.

S. Hassan.

This course investigates the different forms of African American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course will start with an overview of African art and the experiences of the Middle Passage and slavery in relation to African American traditions in the decorative arts including: pottery, architecture, ironwork, quilting, basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African American arts

and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" will also be explored. Slides, films, film strips will be used extensively to illustrate topics discussed. Visits to museums and relevant current exhibits may be arranged.

**AS&RC 310 Art in African Culture and Society**

Fall. 3 credits.

S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art will be explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies will be used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation will also be explored. These include tourist art, popular art, and elite art.

**[AS&RC 311 Government and Politics in Africa @**

3 credits. Not offered 1994-95.

A. Mazrui.

Power and political participation in Africa. The colonial background and its political consequences. The pre-colonial continuities in the post-colonial politics. Ethnicity and allegiance in the African polity. The monarchical tendency in African political culture. From the warrior tradition to the military coup in the post-colonial era. From the elder tradition to presidential gerontocracy. From the sage tradition to intellectual meritocracy. Class *versus* ethnicity in African politics. The one-party *versus* the multiparty state. Socio-cultural *versus* socio-economic ideologies. The gender question in African politics. The soldier and the state. The African political experience in a global context.]

**[AS&RC 361 Introduction to African American History (from African Background to the Twentieth Century) #**

3 credits. Not offered 1994-95.

Surveys the transition of Africans to America through the process of enslavement and their transformation into African Americans. Explores the transition from slavery to freedom through the process of emancipation and the transformation of African Americans from chattel slaves into rural peasants. Its purpose is to understand the internal dynamics of the Black experience from African origins to the age of segregation.]

**AS&RC 370 African American History: The Twentieth Century**

Spring. 3 credits.

R. Harris.

Examines the transition of African Americans from countryside to city through the process of migration and urbanization and their transformation into industrial laborers. Probes the transition from segregation to civil rights through the process of protest and the transformation of African Americans from second-class into first-class citizens. The purpose is to understand historical antecedents for the current socioeconomic, political, and cultural status of African Americans.

**AS&RC 380 African History: Earliest Times to 1800 # @**

Fall. 3 credits.

S. Greene.

This course covers the history of Africa from the origins of humankind, through the emergence of small-scale societies and state systems, such as Egypt, Meroe, Mali, Bunyoro, the Swahili city-states and the Luba-Lunda complex, that had regional and international significance. Emphasis is placed on understanding the way in which historic ecological conditions, political developments, and religious change affected gender, class, and ethnic relations within these societies and their relations with other societies. The course also examines Africa's interaction with Islamic and European cultures up to 1800.

**AS&RC 381 African History, 1800-Present @**

Spring. 3 credits.

D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. Important topics include the European scramble and partition of Africa, resistance to European colonial conquest, African societies in the colonial period, independence and liberation movements, the rise of military regimes, gender relations and food security, the IMF and the debt Crisis.

**AS&RC 402 Afrocentrism (also Society for the Humanities 402)**

Fall. 4 credits.

M. Bernal.

Survey of African American writings about African history; examination of works of Afrocentric writers; Afrocentrism as a social, political, and pedagogical movement; Afrocentrism as "bogey," a discussion of the works of some critics of Afrocentrism.

**AS&RC 403 Rage, Revolution, and the African American Experience (also Society for the Humanities 403 and English 488)**

Fall. 4 credits.

L. Brown.

An examination of the themes of African American rebellion and revolution in American literature.

**AS&RC 408 Multiculturalism (also Society for the Humanities 408 and History 461)**

Fall. 4 credits.

G. Okihiro.

Seminar on multiculturalism and its apparent polarities such as Eurocentrism and Afrocentrism, unity and diversity, integration and transformation; neo-conservative challenge and radical critique; ethnic studies and the university.

**AS&RC 410 Black Politics and the American Political System**

Spring. 4 credits.

J. Turner.

The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course will conduct a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people will be analyzed. Critical historical stages in the process of Black politics will be examined. The development

of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets will center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives will constitute the emphasis on contemporary events. The course will review the development of the literature in African American politics.

**[AS&RC 420 Public Policy and the African American Urban Community**

4 credits. Not offered 1994-95; next offered 1995-96.

J. Turner.

The socioeconomic conditions of the African American urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the African American population. The changing configuration of internal organization of the African American community nationally will be examined.]

**AS&RC 422 African Literature @**

Spring. 4 credits.

A. Adams.

Women writers of Africa will be the focus of attention in this course. Questions of gender as well as complementary issues of equal importance in the artistic vision and expression of the woman writer in Africa will be considered in the works of Mariama Ba, Ama Ata Aidoo, Buchi Emecheta, Aminata Sow Fall, Bessie Head, as well as some "newer" writers. All works will be read in English.

**AS&RC 425 Advanced Seminar in Black Theater and Dramatic Literature**

Spring. 4 credits. Enrollment limited.

This course will be devoted to the study, rehearsal, production, and public performance of a play or plays drawn from the annals of Black American dramatic literature. Students will participate in all the various phases and categories of theatrical production, from acting to production crews to theater group management. A field trip to a Black Theater attraction in New York City will also be arranged if possible. Students who have successfully completed AS&RC 285 (Black Theater and Dramatic Literature) will be granted preference for the limited enrollment in this course.

**[AS&RC 430 African American Creative Writing Seminar**

4 credits. Not offered 1994-95.

A limited number of students who have expressed both interest and aptitude in creative writing will have the opportunity to concentrate on the production of a piece of writing in either fiction or drama that proceeds from an Afro-centric wellspring. In addition, students will gain critical standards of evaluation through the examination and discussion of "role-model" materials from African American literature and drama as well as considerations of the work of their fellow students in the seminar.]

**[AS&RC 431 History of Afro-American Literature**

4 credits. Not offered 1994-95.]

**[AS&RC 432 Modern Afro-American Literature]**

4 credits. Not offered 1994-95.

A study of fiction by Black writers, focusing on the political and sociological component that influenced the development and growth of Black writing in relationship to literary themes and attitudes current in specific periods and movements from post-World War I to the present.]

**AS&RC 435 African Cinema (also Society for the Humanities 435) @**

Spring. 4 credits.

S. Hassan.

This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, style, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

**AS&RC 451 Politics and Social Change in the Caribbean @**

Spring. 4 credits.

L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces bearing on the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States in the context of the East-West conflict and its position in the Third World in the context of the North-South cleavage.

**AS&RC 455 Modern Caribbean Literature @**

Fall. 4 credits.

A. Adams.

This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

**AS&RC 459 Educational Innovations in Africa and the African Diaspora (also Social Sciences 459 and Women's Studies 459) @**

Fall. 4 credits.

N. Assie-Lumumba.

This course deals with theories and concepts of planned change for social development and their application to educational innovations

geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. The first part of the course will be concerned with the stage of innovations from their inception to their implementation, resistance, diffusion and impact on different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of African Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School of Chicago. The African cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Cote d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.

**AS&RC 475 Black Leaders and Movements in Afro-American History**

Fall. 4 credits.

R. Harris.

Analyzes the personalities, ideas, and activities central to the struggle for Afro-American liberation from the eighteenth-century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among Afro-Americans.

**AS&RC 478 The Family and Society in Africa (also Women's Studies 478) @**

Fall. 4 credits.

N. Assie-Lumumba.

The family as a social institution is structured according to socio-economic, historical, political, and cultural specificities. The topics to be discussed include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, gender roles, class differences, "family planning." The course also deals with the impact of westernization, urbanization, and modern economy on the structure of the family in Africa. Finally, the course addresses the legacy of African family values in the African diaspora. Examples will be drawn from urban and rural communities.

**AS&RC 479 Women & Gender Issues in Africa (also Women's Studies 479) @**

Spring. 3 credits.

N. Assie-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, economically active and independent, possessing an identity independent of men. In this seminar we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies, the impact of colonial policies on the status and position

of women, gender and access to schooling, women's participation in the economy and politics, the attitudes of African women toward feminism, and the 1985 NGO and the United Nations Nairobi Conferences on women.

**AS&RC 483 Themes in African History**

Fall and spring. 4 credits.

Fall, D. Ohadike; spring, S. Greene.

Designed to expose students to particular aspects of African history and historiography using, when necessary, work done in auxiliary disciplines. The course explores through case studies the precolonial interactions in ideas, peoples, and cultures; societal factors influencing the acceptance or rejection of new cultural forms; the extent to which the acceptance of new cultural forms affected relations of power, prestige, and gender, institutionally and materially.

**AS&RC 498-499 Independent Study**

498-fall; 499-spring.

Hours to be arranged. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

**AS&RC 501 Global Africa: Comparative Black Experience @**

Spring. 4 credits.

A. Mazrui.

This seminar will address two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. African-Americans are in their majority part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course will address these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; Comparative Quest for Global Equality.]

**AS&RC 503 African Aesthetics**

Fall. 4 credits.

S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course will offer a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how African aesthetics has been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies will be used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change will also be explored.



**[AS&RC 505 Workshop in Teaching about Africa @**

1-4 credits. Prerequisites: graduate standing or permission of instructor. Offered alternate years. Not offered 1994-95. Next offered 1995-96.]

**AS&RC 510 Historiography and Sources: The Development of Afro-American History**

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor.

R. Harris.

Studies the way Black historians in particular have explained the Afro-American past. Examines the development of writing on Afro-American history from the earliest writers to the present. Seeks to determine the principles for interpreting Afro-American history. Acquaints participants with the methodologies and sources central to understanding the Afro-American experience.

**[AS&RC 530 Womanist Writing in Africa and the Caribbean @**

Fall. 4 credits. Not offered 1994-95.

M 1:25-3:55. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

**AS&RC 571 Graduate Seminar in Black Psychology**

Fall. 4 credits. Prerequisite: permission of instructor.

R 9:05-12:05.

This is an upper-level undergraduate and graduate seminar devoted to psychological issues in the Afro-American experience. This seminar will examine the theoretical and empirical literature of Black family-kinship systems and Black self-concept.

**AS&RC 598-599 Independent Study**

598-fall; 599-spring. Variable credit. For all graduate students.

**AS&RC 698-699 Thesis**

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

**Agriculture, Food, and Society Concentration**

A. G. Power, coordinator; G. Altschuler, M. M. Devine, emeritus; M. J. Esman, J. Fessenden MacDonald, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. F. Lynch, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The Agriculture, Food, and Society concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and

humanistic perspective. The concentration draws upon courses in several colleges—in particular, the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

**Basic Requirements**

The requirements for the Agriculture, Food, and Society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar BioS/B&Soc/S&TS 469, Agriculture, Food, and Society; plus a minimum of five electives totaling 15 credits drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement). These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&Soc/BioSci/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

**American Indian Program**

Barbara Abrams, Interim Director (300 Caldwell Hall, 255-6587)

The American Indian Program (AIP) is a multidisciplinary, intercollege program consisting of academic, research, extension, publications and student support components.

**Academic component.** The AIP includes a range of courses that enhance students' understanding of the unique heritage of North American Indians and of their relationship to other peoples in the United States and Canada. Students are challenged by such topics as the sovereign rights of Indian nations and the contemporary relevance of Indian attitudes toward the environment. The program's instructional core consists of courses focusing on American Indian life with an emphasis on the Iroquois and other Indians of the Northeast. Core courses are supplemented by a variety of offerings in several different departments.

**Concentration.** The AIP offers a concentration in American Indian Studies to undergraduate students in conjunction with their majors defined elsewhere in the university. The concentration will be earned upon completion of five courses—Rural Sociology 100 (Introduction to American Indian Studies) and Rural Sociology 175 (Issues in Contemporary American Indian Societies) plus three other courses selected from the AIP course listing below—for a total of at least 15 credits.

Students choosing a concentration in American Indian Studies should consult with the AIP's Director of Undergraduate Studies: D. H. Usner, Department of History, 322 McGraw, 255-6753.

**Student support.** The student support staff assist Native American students in completing an enriched Cornell education by coordinating academic tutoring, financial aid, personal counseling, and other student services. Akwe:kon, the American Indian Program residence house, is one option available for students interested in a living environment that promotes intercultural exchange.

**Research.** Research priorities include Indian education, social and economic development, agriculture, environmental issues and cultural preservation. This research, which has serious implications in Indian communities, will be of interest to non-Indian and Indian graduate students.

**Outreach.** The AIP's Outreach unit seeks to develop solutions to problems identified by Indian communities. In this way the AIP can facilitate the application of institutional expertise and resources to community needs.

**Publications and public relations.** AIP publishes its own multidisciplinary journal, *Akwe:kon Journal*, and sponsors conferences, guest lectures, and forums on important local, national, and international Indian issues. AIP also contributes articles and information to the national Indian press.

**COURSE OFFERINGS**

Course offerings vary from year to year. For full descriptions and schedules of courses, consult the individual departmental listings and the American Indian Program. The following courses are offered, or have been offered in the past.

ANTHR 230 Cultures of Native North America @ #

ANTHR 354 The Peopling of America @ #

ANTHR 663 Hunters, Gatherers, and the Origins of American Agriculture @ #

ANTHR 665 Native American Contributions to Anthropological Thought

- ARCH 398/CRP 495 American Indian Landscape, Architecture, and Planning
- CRP 360/666 Pre-industrial Cities and Towns of North America #
- CRP 363/547 American Indians, Planners, and Public Policy
- ENGL 168 FWS Culture Studies: Native American Indian Poetry
- ENGL 260 Topics in American Indian Literature
- ENGL 278 Native American Indian Poetry
- ENGL 668 Culture Studies: Native American Literature
- ENGL 669 Critical Approaches to American Indian Autobiography
- ENGL 687 American Indian Literature: Issues of Transition, Collaboration, and Alternate Discourse
- HIST 209 Political History of American Indians in the United States #
- HIST 276 American Indian History, 1500-1850 #
- HIST 277 American Indian History since 1850
- HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #
- HIST 429 American Indians in the Eastern United States
- HIST 624 Graduate Seminar in American Indian History
- NR 494 Land and Culture: Systems of Native American Resource Management
- R SOC 100 Introduction to American Indian Studies
- R SOC 175 Issues in Contemporary American Indian Societies
- R SOC 318 Ethnohistory of the Iroquois #
- R SOC 440 Social Impact of Rapid Resource Development
- R SOC 442 American Indian Philosophies: Selected Topics

### Independent Study

Independent study courses can be arranged with American Indian Studies faculty in their respective departments.

### American Studies

J. Porte, chair and director of undergraduate studies; G. Altschuler, S. Blumin, L. Brown, J. Brumberg, M. Kammen, I. Krannick, T. Lowi, D. McCall, R. L. Moore, R. Polenber, S. Samuels, M. E. Sanders, J. Silbey, F. Somkin, S. Wong, Emeritus: S. C. Strout

### The Major

The major in American studies, appropriate for a wide variety of future professions, is basically a program of coordinated study in the history, literature, and politics of the United States. The prerequisites are two courses from the following: American Studies 101, American Studies 102, English 275, English 268, Government 111. Students who contemplate becoming American studies majors are encouraged to speak with the chair as early as possible to arrange for a major adviser.

In consultation with their advisers, American studies majors elect, in addition to the prerequisites, 36 credits (or nine courses) of work in American history, American literature, and American government. Their work must include courses in all of the three large periods into which the nation's development

can be divided (defined for the purposes of the program as colonial, nineteenth century, and twentieth century). To gain both breadth and depth, they select as an area of concentration either a single period (or the connections between two of the periods) and take 1) at least 16 credits in one period and at least 8 credits in each of the other two, or 2) at least 12 credits in each of the two periods whose connections constitute the focus of the study and at least 8 credits in the third. Each student must take one of the adviser-approved seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students divide their work among history, literature, and politics in whatever proportion serves their interests, so long as their advisers consider their programs to be well-balanced. No more than 18 credits may be in any one department.

Beyond the basic core requirements for the major, 8 credits of work in the history or literature or both of another related culture are required; students are also encouraged to take at least 4 credits in American thought, society, or culture studies from the perspective of another discipline such as anthropology, economics, history of art, or sociology. (This last 4-credit supplement may be satisfied outside the college.)

Courses in American history that will satisfy the 36-credit requirement are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center; those in American government are offered in the Department of Government. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution will depend on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

**Honors.** Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American Studies, a student must in the senior year either write an honors essay for American Studies 493, Honors Essay Tutorial, or submit to the American Studies Committee three term papers written for courses in the major and take an oral examination in the declared area of special interest.

**Cornell-in-Washington Program.** American Studies majors may apply to the Cornell-in-Washington program to take courses and participate in a closely supervised externship during a fall or spring semester.

#### AM ST 101 Introduction to American History (also History 101)

Fall. 3 credits.

M W F 11:15-12:05. G. Altschuler.

#### AM ST 102 Introduction to American History (also History 102)

Spring. 3 credits.

TBA. G. Altschuler.

#### [AM ST 200 Popular Culture in Twentieth-Century America

4 credits. Will be offered in alternate years. Not offered 1994-95.

This course will analyze the evolution of popular culture in the United States from 1900 to the present. To understand how popular culture shapes and reflects American values, we will examine best sellers, films, sports,

advertising, television, and music. Topics include: Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox Scandal; The Western; Mae West and the "New Woman"; Jackie Robinson and the American Dilemma; Liking Ike and Loving Lucy; Elvis, The Beatles, and Guns N' Roses; *People, USA Today*, and the Era of Infotainment. For a more detailed outline of the course, see Professor Altschuler, B-20 Day Hall.]

#### AM ST 258 Historical Development of Women as Professionals, 1800 to the Present (also Human Development and Family Studies 258, History 238, and Women Studies 238)

Spring. 3 credits.

T R 10:10-11:40. J. Brumberg.

#### AM ST 262 Asian American Literature (also English 262 and Asian Studies 262)

Fall. 3 credits.

T R 1:25-2:40. S. Wong.

#### AM ST 275 The American Literary Tradition (also English 275)

Fall, spring. 3 credits.

Fall: T R 1:25-2:40. J. Porte. Spring: TBA. B. Maxwell.

#### AM ST 276 Literature in Cold War Culture, 1945-1960 (also English 276)

Fall. 3 credits.

T R 10:10-11:25. B. Maxwell.

#### [AM ST 302 Social Movements in American Politics (also Government 302)

4 credits. Not offered 1994-95.]

#### AM ST 304 American Culture in Historical Perspective (also History 304)

Fall. 4 credits.

M W F 1:25-2:15. M. Kammen.

#### AM ST 311 Structure of American Political History (also History 311)

Fall. 4 credits.

M W F 10:10-11:00. J. Silbey.

#### [AM ST 312 Structure of American Political History (also History 312)

4 credits. Not offered 1994-95.]

#### [AM ST 316 The American Presidency (also Government 316)

4 credits. Not offered 1994-95.]

#### [AM ST 330 The Age of Jackson, 1815-1850 (also History 330)

4 credits. Not offered 1994-95.]

#### [AM ST 331 American Civil War and Reconstruction, 1850-1877 (also History 331)

4 credits. Not offered 1994-95.]

#### AM ST 332 The Urbanization of American Society: 1600 to 1860 (also History 332)

Fall. 4 credits.

M W F 11:15-12:05. S. Blumin.

#### AM ST 333 The Urbanization of American Society: 1860 to 2000 (also History 333)

Spring. 4 credits.

TBA. S. Blumin.

**[AM ST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also History 336)]**

4 credits. Not offered 1994-95.]

**[AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also History 337)]**

4 credits. Not offered 1994-95.]

**AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also History 345 and Religious Studies 345)**

Fall. 4 credits.

M W F 12:20-1:10. R. L. Moore.

**AM ST 346 Modernization of the American Mind (also History 346)**

Spring. 4 credits.

TBA. R. L. Moore.

**[AM ST 359 American Families in Historical Perspective (also Human Development and Family Studies 359, Women Studies 357, and History 359)]**

3 credits. Not offered 1994-95.]

**AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also History of Art 360)**

Fall. 4 credits.

T R 10:10-11:25. L. L. Meixner.

**AM ST 361 Early American Literature (also English 361)**

Spring. 4 credits.

TBA. S. Samuels.

**[AM ST 364 American Literature between the Wars (also English 364)]**

4 credits. Not offered 1994-95.]

**AM ST 366 The Nineteenth-Century American Novel (also English 366)**

Fall. 4 credits.

T R 2:55-4:10. J. Porte.

**[AM ST 465 Proseminar in American Studies (also English 465)]**

4 credits. Not offered 1994-95.]

**[AM ST 479 Jewish-American Writing (also English 479 and Jewish Studies 478)]**

4 credits. Not offered 1994-95.]

**AM ST 485 American Modernist Writing (also English 485)**

Spring. 4 credits.

TBA. J. Porte.

**AM ST 493-494 Honors Essay Tutorial**

493, Fall; 494, Spring. Up to 4 credits each semester. See J. Porte for appropriate advisers.

**AM ST 500 Research Seminar in American Studies (also History 500)**

Fall or spring. 8 credits each semester. Offered only in Washington, D.C.

J. Silbey.

Required of all Cornell-in-Washington students pursuing the American experience option. Weekly lectures on the scope and methods of the various American Studies disciplines; presentation of research by visiting scholars; and the pursuing of an individual research project by each student, based on the resources available in Washington.

## Center for Applied Mathematics

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, 657 Engineering and Theory Center.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center on page 15.

## Asian American Studies Program

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

### Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in America. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least fifteen (15) units of credits as follows: (a) AAS 110 and two (2) additional courses in Asian American Studies; (b) one (1) course in Africana, American Indian, Hispanic American, or Women's Studies\*; and (c) one (1) course in East Asian, South Asian, or Southeast Asian Studies.\* (\*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

### Resource Center

The program's Asian American Studies Resource Center provides meeting space for the more than twenty-five undergraduate student organizations of the Cornell Asian

Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspapers; a current news clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes on the Asian American experience.

### Research

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

### Affiliated Faculty

Gary Y. Okihiro, director; T. Chaloemtiarana (Southeast Asia Program), P. Chi (Consumer Economics and Housing), B. de Bary (Asian Studies), J. V. Koschmann (History), L. C. Lee (Human Development and Family Studies), D. R. McCann (Asian Studies), H. Mullen (English), V. Nee (Sociology) G. Okihiro, (History), R. E. Ripple (Education), N. Sakai (Asian Studies), P. S. Sangren (Anthropology), K. W. Taylor (Asian Studies), S. Wong (English)

### Courses

**AAS 110 Introduction to Asian American Studies**

Spring. 3 credits.

T R 11:40-12:55. TBA.

Interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage will be given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

**AAS 213 Asian American History (also History 213)**

Fall. 4 credits.

T R 1:25-2:40. T. Fujita Rony.

Comparative introductory history of Asian Indians, Chinese, Filipinos, Japanese, and Koreans in the U.S. from 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian American resistance.

**AAS 262 Asian American History (also English 262)**

Fall. 3 credits.

T R 10:10-11:25. S. Wong.

This course will introduce students to the wide range of writings by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problem of defining an Asian American literary tradition.

**[AAS 350 The Art and Politics of Defining the Self in Media Images (also Theatre Arts 350)]**

Spring. 3 credits. Not offered 1994-95. The focus of this course is an exploration of the way films deal with the representation of people of poor within the American experience. Through the analysis of selected films and class discussions we will explore filmic representations of history, culture, class, gender, and identity.]

**[AAS 385 Verse Writing (also English 385)]**

Not offered 1994-95. This course will have two foci. One will be an unusual selection of traditional, modernist, and contemporary East Asian and American expansions of poetical "form" that students will use as models (or irritants) for their own experiments. Poets whose work we will look at include Matsuo Basho, C. K. Williams, classical Buddhist exegetes, Theresa Cha, and Yi Sang, among others. Secondly, as we explore these forms, we will reexamine some of our basic assumptions about what it means to write "contemporary" poetry. Those wishing to enroll in this class should bring a sample of poems to our *first* meeting.]

**[AAS 412 Undergraduate Seminar in Asian American History (also History 412)]**

Spring. 4 credits. Not offered 1994-95. W 2:30-4:25. G. Okihiro. A reading and research seminar that will cover various topics in Asian American history. The topic will be the idea of the "yellow peril" in European and American thought.]

**[AAS 435 Asian American Images in Film]**  
3 credits. Prerequisite: AAS 110 or permission of instructor. Not offered 1994-95. Staff.

Examination of images of Asians in American film and television productions within their historical and socio-cultural contexts. Use of film and media theory to assess the impact of those images on both Asian and non-Asian American viewers. Students will be challenged to create, in video or on paper, images that avoid stereotypes and depict more realistically the Asian American experience.]

**[AAS 465 Identity and Personality (also HDFS 465)]**

Not offered 1994-95. The seminar will review psychological theory and research dealing with Asian Americans. Topics such as family and kinship patterns, personality and identity issues, academic performance and achievement, immigration and adjustment, etc., will be examined within the context of the various Asian ethnic cultures and American society.]

**[AAS 478 Self and Nation in Asian-American Literature (also English 478)]**

Not offered 1994-95. A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry and drama by Chinese American, Filipino American, Japanese American and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles.

Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.]

**AAS 495 Independent Study**

Fall or spring. 1-4 credits. Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

**[AAS 611 Asian Americans, Civil Rights, and the Law (also Law 610)]**

Not offered 1994-95. Examination of major immigration and civil rights laws and Supreme Court cases that have affected Asian Americans. Topics include America's immigration policy, alien land laws, and Asian American community development; Japanese Americans and World War II and the redress and reparations movement; Asian women; Asian labor; voting rights and Asian American empowerment; anti-Asian violence and the criminal justice system; equal educational opportunity and affirmative action; and language rights and the "English only" initiatives. Comparative review of Asian Americans and other ethnic minorities within the American legal system.]

**Biology and Society Major**

S. Jasanoff, chair; W. R. Lynn, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences; K. Obendorf, advising coordinator, College of Human Ecology; R. Barker, D. Bates, B. Bedford, A. Boehm, R. Boyd, U. Bronfenbrenner, emeritus, S. M. Brown Jr., emeritus, P. Bruns, S. Ceci, B. Chabot, C. C. Chu, T. Dawson, P. Dear, S. Dittman, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, M. Gilliland, S. Gilman, C. Greene, D. Gurak, J. Haas, R. Howarth, H. C. Howland, K. A. R. Kennedy, B. Knuth, A. Lemley, M. Lenzenweger, D. Levitsky, B. Lewenstein, B. A. Lewis, J. Fessenden MacDonald, L. Palmer, A. Parrot, D. Pimentel, T. Pinch, W. Provine, H. Ricciuti, emeritus, S. Robertson, M. Rossiter, P. Schwartz, M. Small, N. Sturgeon, J. M. Stycos, P. Taylor, J. Ziegler

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6042.

Because the major is multidisciplinary, students must attain a basic understanding of

the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology) as well as integrative courses offered through Biology and Society. In addition, majors are required to take a core course and must develop a theme: a coherent and meaningful grouping of courses representative of their special interest in biology and society. Students should develop the theme and select the courses in consultation with a member of the biology and society faculty. Courses must be above the 100 level, at least 3 credits, and taken for a letter grade if used to fulfill a major requirement.

There are student advisers and faculty available (according to posted office hours or by appointment) in the biology and society office, 275 Clark Hall or 278 Clark Hall (advising office), to answer questions and to provide assistance.

**Admission to the Major**

All students should have completed a year of college-level biology and submit an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. The application includes (1) a one-page statement explaining the student's intellectual interests in the biology and society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling biology and society requirements, including courses taken and those the student plans to take; and (4) a transcript of work taken at Cornell University and elsewhere if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted on satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably in the first semester. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Kay Obendorf, 202 Martha Van Rensselaer Hall, 255-3151.

**Major Requirements**

**1) Basic courses**

- A. Biological sciences 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society)
- B. College calculus (one course):\* Math 106, 111, 112 or any higher level calculus

Recommended but not required:  
General chemistry (one year sequence) (prerequisite to biochemistry)



and other chemistry courses):  
Chemistry 103–104, 207–208, or  
215–216

- 2) **Foundation Courses** (should be completed by end of junior year)
    - A. Ethics: One course; Bio&Soc 205 (also BioSci 205 and Phil 245) or Bio&Soc 206 (also BioSci 206 and Philosophy 246)
    - B. Social sciences/humanities foundation: Two courses; one from any two of the following subject areas: History of Biology/History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication\*\*
    - C. Biology foundation (Breadth requirement): Three courses; one from three of the following subject areas: Ecology (BioSci 261); Evolutionary Biology (BioSci 378); Biochemistry, Molecular and Cell Biology (BioSci 231 or 330 or 331); Microbiology (BioSci 290); Genetics and Development (BioSci 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BioSci 221 or 222); Botany (BioSci 241); and Physiology and Anatomy (BioSci 311)
    - D. Biology foundation (Depth requirement): One biology course for which one of the above (2.C.) is a prerequisite
    - E. Statistics: One course selected from Stat 200, ILR 210, Stat 215, Agr Ec 310, Ed 353, Soc 301, Psych 350, Math 372, Econ 319, OR&IE 370, Stat 601, CRP 320, or B&Soc 202
  - 3) **Core Course: (one course).** Should be completed by end of junior year.  
B&Soc 301 Biology and Society: The Social Construction of Life (also Bio Sci 301/S&TS 401); or Phil 286: Science and Human Nature (also S&TS 286)
  - 4) **Theme** (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least 3 credit hours and taken for a letter grade)
    - A. Natural sciences issues (One course)
    - B. Biology elective (One course, with significant biology content, from Bio. Sci., Nutr. Sci., Agr. Sci., HDFS, Psych., Agron., An. Sci., Ento., Food Sci., Microbiol., Nat. Res., Plant Breeding, Plant Patho. or Vet. Med.)
    - C. Humanities/social sciences electives\*\* (Two courses. Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement).
    - D. **Senior Seminar** (One course taken senior year). Courses change yearly.
- \* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.
- \*\* Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen.

History of biology/history of science and philosophy of science courses may be counted toward the humanities requirement for the major.

### Themes in the Major

Biology and society students must elect a particular specialization within the major and select their courses accordingly. There are currently six recommended themes in the biology and society major: biology, behavior, and society; biology and human population; biology and public policy; environment and society; food, agriculture, and society; and health and society. Students may also develop their own themes (which in recent years have included topics such as biotechnology and society, and agriculture, environment, and society) in consultation with their faculty adviser. Students are expected to select courses taken to meet the foundation, core, and theme requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the biology and society office.

### Independent Study

Projects under the direction of a biology and society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1–4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

### Honors Program

The honors program is available to biology and society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences and is designed to challenge the academically-talented undergraduate student. Students who enroll in the honors program are given the opportunity to do independent study and to develop the ability to evaluate research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding.

**Selection of Students:** During the first three weeks of the fall semester, senior biology and society majors are considered for entry into the honors program by the Honors Program Committee. Applications for the honors program are available at the biology and society office, 275 Clark Hall. To qualify for the honors program, students must explain how the honors work will fit into their overall program, must have an overall Cornell cumulative grade-point average of at least 3.00, and must have at least a 3.30 cumulative grade-point average in all courses used to meet the major requirements. Students in the College of Agriculture and Life Sciences must also meet the requirements of that college and

be selected by one of the existing college honors committees.

If, after admission to the honors program, a student fails to maintain a high scholastic average, or if for any other reason(s) he or she is considered unsuited for honors work, the student reverts to candidacy for the regular bachelor's degree. The student who does not continue in the honors program receives credit for any work passed in the program but is not eligible for a degree with honors.

**Project Requirements:** The satisfactory completion of a special project and the writing and oral defense of an honors thesis are required. The project must include substantial research, and the completed work should be of wider scope and higher quality than the work normally required for an advanced course.

Initiative for formulation of ideas, developing the proposal, carrying out the study, and preparation of a suitable thesis lies with the student. Honors projects will be under the direction of two advisers. Candidates must first find a biology and society faculty member willing to serve as the adviser and, together with the adviser, find a second adviser among the faculty at large. The purpose of the second adviser is to guarantee expertise in the subject matter covered by the thesis. Students in the College of Agriculture and Life Sciences must select this adviser from the area in which their thesis will be reviewed.

Students must enroll in Biology and Society 499 for one or both terms of their senior year after consultation with the biology and society thesis adviser. They take from 3 to 5 credits per term with up to a maximum of 8 credits in Biology and Society 499. Students are encouraged to enroll for both terms to give them time to develop a project properly for the thesis. If registering for a two-semester honors project, students must register for the total credits desired for the whole project each term (e.g., 8 credits for the fall term and 8 credits for the spring term). Students should note, however, that Biology and Society 499, because it is a special honors course, is to be taken in addition to those courses that meet the regular major requirements. Honors projects cannot be used to fulfill the senior seminar requirement.

**Honors Thesis:** Students and their advisers should meet regularly during the period of research and writing for the honors thesis. The responsibility for scheduling these meetings, and for carrying out the research agreed on, rests with the student. Advisers are expected to make themselves available for discussion at the scheduled times and to offer advice on the plan of research, as well as provide critical and constructive comments on the written work as it is completed. They are not expected, however, to have to pursue students either to arrange meetings or to ensure that the research and writing are being done on schedule.

There is no prescribed length for a thesis, as different topics may require longer or shorter treatment, but normally it should be no longer than seventy double-spaced, typed pages. The thesis must be completed in a form satisfactory for purposes of evaluation and submitted to the two thesis advisers and one member of the Biology and Society faculty appointed by the Biology and Society chair by

April 15. The candidate must meet with the three reviewers to formally defend the thesis by April 29.

**Evaluation and Recommendation:** Two copies of the completed and defended thesis (suitably bound in a plastic or hard-backed cover), together with the advisers' recommendations, must be submitted to the Honors Program Committee by May 10.

Following the formal defense of the thesis, the thesis advisers will each submit to the Honors Program Committee a recommendation that includes (1) an evaluation of the honors work and the thesis, (2) an evaluation of the student's academic record in the biology and society major, and (3) a recommendation for or against awarding honors. (For College of Arts and Sciences students, a recommendation for the level of honors must be included.)

Copies of the thesis and recommendations will be circulated to the Honors Program Committee. As the committee may have little knowledge of the subject area of the thesis, letters of recommendation should be carefully prepared to help the committee ensure consistency in the honors program. Unless there is serious disagreement, the recommendation of the advisers should stand. If there is disagreement, the Honors Program Committee will make the decision after consultation with the interested parties.

## I. Freshman Writing Seminars

### **B&SOC 103 In the Company of Animals**

Fall. 3 credits.  
A. Boehm.

### **[B&SOC 104 Ecosystems and Ego Systems]**

Spring. 3 credits. Not offered 1994-95.  
M. Gilliland.]

### **[B&SOC 108 Living on the Land]**

Fall. 3 credits. Not offered 1994-95.  
A. Boehm.]

### **[B&SOC 109 Women and Nature (also English 105.4/WS 106)]**

Fall. 3 credits. Not offered 1994-95.]

### **B&SOC 113 Writing as a Naturalist (also English 113)**

Fall and spring. 3 credits.  
M W F 11:15-12:05. D. Staudt.

### **B&SOC 114 Ecology and Social Change (also Science and Technology Studies 114)**

Spring. 3 credits.  
T R 1:25-2:40. P. Taylor.

### **[B&SOC 115 The American Way: Addiction and Consumption]**

Spring. 3 credits. Not offered 1994-95.  
M. Gilliland.]

### **[B&SOC 118 Civilizing Nature: Race, Gender, and the Cultural Politics of Science (also Science and Technology Studies 118)]**

Spring. 3 credits. Not offered 1994-95.  
K. Philip.]

### **B&SOC 121 Designing Future Generations (also Science and Technology Studies 121)**

Fall. 3 credits.  
M W F 11:15-12:05. T. Steen.  
This course will focus on eugenics, the "improvement" of future generations through the selection of a "superior" breeding pool. We will study the comparative history of

eugenics in several countries. First, students will develop a basic knowledge of the topic. Later in the course, we will raise more specific questions. How has the idea of "eugenics-science" been used to justify racism, nationalism, and class discrimination? Currently, a new concept, "new eugenics," is being discussed. Therefore, we will also discuss the question of whether or not the idea of eugenics has changed since the birth of molecular biology. By the end of the course, students will develop a thorough understanding of eugenics, and will be able to think critically about it from their own perspective.

### **[B&SOC 123 Biology on Women and Women in Biology (also Science & Technology Studies 123 and Women's Studies 123)]**

Spring. 3 credits. Not offered 1994-95.]

### **B&SOC 124 Technoculture (also Science and Technology Studies 124) (pending EPC approval)**

Spring. 3 credits.  
S. Cole.

It is a common cultural assumption that new technologies are changing the way humans related to their machines, themselves, and one another. The Internet, genetic engineering, artificial intelligence, nanotechnology, virtual reality, space travel, "smart" weapons, and new reproductive technologies are only a few of the emerging technological developments that are currently provoking discussion of the relationship between humans and machines. In this course, we will read a wide variety of responses to new technological developments, both historical and current. We will examine a variety of fiction and non-fiction genres including history, philosophical tracts, postmodern academese, epic journalistic narratives, engineers' reflections, futurology, political arguments, Luddite rants, and science fiction novels and films in order to probe the question of what it means to write about technology. Writing assignments will explore some of these genres with the goal of developing a style conducive to writing about technology. Readings will include Samuel Butler, Lewis Mumford, Buckminster Fuller, Walter Benjamin, Kurt Vonnegut, Samuel Florman, Alvin Toffler, and William Gibson.

### **[B&SOC 167 Science In and Out of the Lab (also Science and Technology Studies 167)]**

Fall. 3 credits. Not offered 1994-95.  
Staff.]

## II. Foundation Courses

### A. *Ethics* (select one)

### **B&SOC 205 Ethical Issues in Health and Medicine (also Science and Technology Studies 205 and Biological Sciences 205)**

Spring. 4 credits. Limited to 75 students. Registered students not attending the first week will be dropped from the course. Open to sophomores, juniors, and seniors.  
T R 8:40-9:55. Staff.

We examine ethical problems that emerge from cases of health care and search for practical solutions, while also delving deeper into understanding the nature of ethical responsibility and the tools of ethical analysis. This is a "lab" course in philosophy, with considerable work—both individually and in groups—on specific cases, problems, and fundamental ethical questions. Major sections include: life, death, reproduction and ethics;

concepts of health care; health care and society; and research. *Note:* A more detailed description of this course is available in the biology and society office, 275 Clark Hall.

### **B&SOC 206 Ethics and the Environment (also Science and Technology Studies 206 and Biological Sciences 206)**

Fall. 4 credits. Limited to 50 students. Open to all undergraduates; permission of instructor required for freshmen.

T R 11:40-12:55. N. Sethi.

We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. This is a "lab" course in philosophy: you will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; and distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is strongly recommended. *Note:* A more detailed description of this course is available in the biology and society office, 275 Clark Hall.

### B. *Social Sciences/Humanities Foundation* (2 courses, 1 from any 2 areas)

#### 1. *History of Biology and History of Science*

### **[B&SOC 288 History of Biology (also Science and Technology Studies 288)]**

Spring. 3 credits. Not offered 1994-95.  
Staff.]

### **[B&SOC 322 Medicine and Civilization (also German Studies 322)]**

Fall. 3 credits. Offered alternate years. Not offered 1994-95.

S. Gilman.

What is sickness? What is health? Who is the physician? Is a physical illness different from mental illness? Where is medicine practiced? Is being a patient or a doctor different from culture to culture and from age to age? This course will introduce the undergraduate student to the historical and cultural context of medicine. Our sources will range from the texts of ancient Greek medicine to contemporary films and novels dealing with medicine. We will examine the historical and social context of mental illness as well as physical illness from the standpoint of patient, physician, and "society." All of the primary readings are available in English.]

### **HIST 282 Science in Western Civilization (also Science and Technology Studies 282)**

Spring. 4 credits.  
T R 11:40-12:55. P. Dear.

### **BIOES 207 Evolution (also Science and Technology Studies 287 and History 287)**

Fall. 3 credits. (May not be taken for credit after Biological Sciences 378, Evolutionary Biology.)

T R 10:10-11:00. W. B. Provine.

### **S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology**

Fall. 4 credits.  
M W F 12:20-1:10. M. Rossiter.

**S&TS 433 Comparative History of Science**

Spring. 4 credits.  
W 12:20–2:15. M. Rossiter.

**S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)**

Spring. 4 credits.  
M 12:20–2:15. M. Rossiter.

**2. Philosophy of Science****PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits. May be used to meet the philosophy of science requirement *if not used* to meet the core course requirement.  
M W F 10:10–11:00, plus disc. R. Boyd.

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**

Fall. 4 credits. Limited to 30 students.  
R. Boyd.

**[PHIL 389 Philosophy of Science: Evidence and Explanation (also Science and Technology Studies 389)]**

Spring. 4 credits. Not offered 1994–95.  
R. Miller.]

**3. Sociology of Science****B&SOC 301 Biology and Society: The Social Construction of Life (also Biological Science 301 and Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students. May be used to meet the sociology of science requirement if not used to meet the core course requirement.

Sem and disc, M W 2:30–4:25. P. Taylor.

**B&SOC 342 Sociology of Science (also Science and Technology Studies 442 and City and Regional Planning 442)**

Spring. 4 credits.  
T R 10:10–11:25. S. Yearley.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, textual analysis, gender, and the social shaping of scientific knowledge.

**R SOC 208 Technology and Society**

Fall. 3 credits.  
C. Geisler.

**4. Politics of Science****[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]**

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1994–95.  
S. Jasanoff.

Biotechnology, with its myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the

applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

**[B&SOC 407 Law, Science, and Public Values (also Government 407 and Science and Technology Studies 407)]**

Fall. 4 credits. Not offered 1994–95.  
Lec, T R 1:25–2:40, plus disc. S. Jasanoff.  
This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.]

**[S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541 and Government 628)]**

Fall. 4 credits. Not offered 1994–95.  
M. Dennis.]

**S&TS 425 Global and Domestic Dimensions of Science and Technology Studies Policy (also Government 468)**

Fall. 4 credits. Instructor permission for upper-level undergraduates.  
M 1:25–4:25. H. Gottweis.

**[S&TS 431 Introduction to Science and Technology Policy (also Government 401)]**

Fall. 4 credits. Not offered 1994–95.  
H. Gottweis.]

**5. Science Communication****[B&SOC 300 Investigative Research on the Social Impact of Science (also Textiles and Apparel 301 and Science and Technology Studies 402)]**

Spring. 4 credits. Prerequisite: one year of science and prior consultation with instructors. Offered alternate years. Next offered 1996.

P. Taylor and P. Schwartz.  
Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from other's projects and discuss case studies and articles, with occasional guest speakers and films.]

**COMM 352 Science Writing for the Mass Media (also Science and Technology Studies 352)**

Fall. 3 credits. Not open to freshmen. Limited to 25 students. Prerequisite: one college writing course.

M W 9:05–9:55. B. Lewenstein.

**COMM 360 Scientific Writing for Public Information**

Fall or spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: any college-level writing course.  
J. Hardy and L. vanBuskirk.

**C. Biology foundation** (Breadth Requirement): Three courses: one from three of the following subject areas:

**1. Biochemistry, Molecular and Cell Biology****BIOBM 231 General Biochemistry**

Fall. 3 credits.  
J. M. Griffiths.

**BIOBM 330 Principles of Biochemistry, Individual Instruction**

Fall or spring. 4 credits.  
J. Blankenship.

**BIOBM 331 Principles of Biochemistry, Lectures**

Fall. 4 credits. (2 credits if taken after Biological Sciences 231)  
G. Feigenson, R. Barker and B. K. Tye.

**2. Ecology****BIOES 261 Ecology and the Environment**

Fall. 4 credits.  
T. Dawson and R. Root.

**3. Genetics and Development****BIOGD 281 Genetics**

Fall, spring, or summer. 5 credits.  
R. S. MacIntyre, T. Fox and  
M. L. Goldberg.

**BIOGD 282 Human Genetics**

Spring. 3 credits. (2 credits if taken after Biological Sciences 281)  
R. Calvo.

**PL BR 225 Plant Genetics**

Spring. 4 credits. Offered alternate years.  
M. A. Mutschler.

**4. Evolutionary Biology****BIOES 378 Evolutionary Biology**

Spring. 4 credits.  
R. G. Harrison.

**5. Microbiology****BIOBI 290 General Microbiology Lectures**

Fall, spring, or summer. 3 credits. Prerequisites: Biological Sciences 101–102 and 103–104 and Chemistry 104 or 208, or equivalent. Recommended: concurrent registration in Biological Sciences 291.  
M. Cordts and S. Merkel.

**6. Neurobiology and Behavior****BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits (4 credits with discussion and written projects). Not open to freshmen.  
S. Emlen and staff.

**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**

Spring. 3 or 4 credits. (4 credits with discussion and written projects). Not open to freshmen. Limited to 20 students.  
R. Booker and staff.

**7. Botany****BIOPL 241 Introductory Botany**

Fall. 3 credits. Prerequisite: one year of introductory biology or permission of instructor.  
K. Niklas.

**8. Physiology and Anatomy****BIOAP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)**

Fall. 3 credits. Prerequisite: one year of college biology, chemistry, and mathematics. Recommended: previous or concurrent course in physics.

E. R. Loew and staff.

**NS 341 Human Anatomy and Physiology**

Spring. 4 credits.  
V. Utermohlen.

**D. Biology foundation** (depth requirement): One course for which one of the above breadth requirement courses (2C) is a prerequisite.

**E. Statistics (select one)****[B&SOC 202 Statistical Analysis for the Life Sciences]**

Summer. 4 credits. Limited to 20 students. Fee for course materials. Not offered 1994-95.

P. Taylor.

Statistical analysis includes the construction of observations (in experiments and in the field), summarizing data (statistics, distributions, correlation), testing hypotheses and other statistical inference (including "goodness of fit"). Concepts and methods will be introduced through lectures, practice classes and discussions. Real cases from the life sciences will be used, and the different interpretations, hidden assumptions, limitations and misuse of statistically derived results will be emphasized.]

**AG EC 310 Introductory Statistics**

Fall and spring. 4 credits.  
C. van Es.

**CRP 320 Introduction to Statistical Reasoning for Urban and Regional Analysis**

Fall. 3 credits.  
Saltzman.

**ECON 319 Introduction to Statistics and Probability**

Fall or summer. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

Y. Hong.

**[EDUC 353 Introduction to Educational Statistics]**

Spring. 3 credits. Prerequisite: Education 352 (1 credit) or concurrent registration. Not offered 1994-95.

J. Millman.]

**ILR 210 Statistics: Statistical Reasoning**

Fall and spring. 4 credits.  
Staff.

**MATH 372 Elementary Statistics**

Fall. 4 credits.  
Staff.

**OR&IE 370**

Fall. 4 credits.  
L. Weiss.

**PSYCH 350 Statistics and Research Design**

Fall. 4 credits.  
T. Gilovich.

**SOC 301 Evaluating Statistical Evidence**

Fall. 4 credits.  
E. Bell.

**STATS 200 Statistics and the World We Live In**

Fall. 3 credits.  
C. E. McCulloch.

**STATS 215 Introduction to Statistical Methods**

Fall. 3 credits.  
R. W. Doerge.

**STATS 601 Statistical Methods I**

Fall. 4 credits.  
G. Churchill.

**III. Core Courses****B&SOC 301 Biology and Society: The Social Construction of Life (also Biological Sciences 301 and Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students.

Sem and disc, M W 2:30-4:25. P. Taylor. Controversial issues, past and present, in the life sciences and tools for analysis of the social, historical, and conceptual underpinnings of these issues. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions, ecology and environmental change. Analytic themes include bias, metaphor, historical semantics, styles of explanation, determinism, causality, interest, social construction, and gender. Through discussions and writing assignments, students will develop analytic skills and their own responses to current issues.

**PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits.  
Lecs, M W F 10:10-11:00, plus disc.  
R. Boyd.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topics vary, and may include issues in psychology, such as behaviorism, Freudianism, and artificial intelligence, or issues in the foundations of historical theory, such as methodological individualism and economic determinism, as well as relevant issues in the biological sciences.

**IV. Themes****A. Issues - Natural Sciences (one course)****[B&SOC 201 Biotechnology: The 'New' Biology (also Biological Sciences 201)]**

Spring. 3 credits. Prerequisite: one year of introductory biology or equivalent. This course is for students not majoring in biological sciences. Not for students who have taken or are currently enrolled in BIOGD 281, BIOBM 330, or 331. Letter grades only. Not offered 1994-95.

Lecs, T R 2:30-4:25. J. Fessenden MacDonald, J. Calvo, S. Howell. Rec T or R 3:35 (start week 3; assignments made during week 2).

Designed for nonmajors, a general introduction to the application and issues of modern molecular biology in medicine and agriculture. Information on recombinant DNA technology, monoclonal antibodies, plant cell culture techniques, and embryo manipulation methods is presented. Topics include medical diagnostics and treatments; environment, agriculture, and food; and economic, social-

policy, regulatory, ethical, and legal issues that surround biotechnology. The course is taught in three modules and the topics vary from year to year. Topics for 1995 are human gene mapping and genetic screening; crop plant biotechnology, and immunodiagnostics and therapy (AIDS and cancer.) Recommended for those students who want to understand some new research discoveries, their applications, and social, legal, ethical, and policy issues stemming from them.]

**B&SOC 214 Biological Basis of Sex Differences (also Biological Sciences 214 and Women's Studies 214)**

Fall. 3 credits. Prerequisite: one year of introductory biology. Limited to non-biology majors and freshman and sophomore biology majors. S-U grades optional. Offered alternate years.

Lecs, T R 8:30-9:55; occasional discs to be arranged. J. E. Fortune.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on nonreproductive aspects of life (behavior, mental, and physical capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.

**B&SOC 232 Recombinant DNA Technology and Its Applications (also Biological Sciences 232)**

Spring. 3 credits. Limited to first-year students with Biology AP 4 or 5.

Lecs and discs, M W F 11:15. J. Calvo.

An introduction to molecular approaches to biology. Basic concepts underlying recombinant DNA technology together with strategies for cloning genes are discussed. Much of the course deals with applications of recombinant DNA technology to basic research and to biotechnology. Applications to be discussed include screening for genetic diseases, animal and plant improvement, and production of insulin, interferon, blood-clotting factors, growth hormones, vaccines, and feedstock chemicals. Scientific, historical, regulatory, social, and ethical issues are presented and discussed. Recommended especially for students desiring a firm background in recombinant DNA technology in preparation for taking genetics and biochemistry.

**[B&SOC 347 Human Growth and Development: Biological and Social Psychological Considerations (also Human Development and Family Studies 347 and Nutritional Sciences 347)]**

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and Human Development and Family Studies 115 or Psychology 101. Offered alternate years. Next offered 1994-95.

J. Haas and S. Robertson.

A review of major patterns of physical growth from the fetal period through adolescence, with consideration of biological and socio-environmental determinants of growth as well as physical and psychological consequences of variations in growth patterns. An examination of normal patterns of growth is followed by an analysis of major sources of variations in growth (normal and atypical).]



**ASTRO 202 Our Home in the Solar System**

Spring. 3 credits.

P. J. Gierasch and M. Cordts.

**BIOPL 246 Plants and Civilization**

Spring. 3 credits.

D. Bates.

**[BIOES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)]**

Fall. 3 credits. Offered alternate years. Not offered 1994-95.

J. Haas and K. A. R. Kennedy.]

**NTRES 201 Environmental Conservation**

Spring. 3 credits.

T. Fahey.

**NS 222 Maternal and Child Nutrition**

Spring. 3 credits.

G. Garza.

**[NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)]**

Fall. 3 credits. Not offered 1994-95.

B. Strupp.]

**NS 650 Public Health Nutrition**

Spring. 3 credits.

Staff.

**HDFS 370 Abnormal Development and Psychopathology**

Spring. 3 credits.

M. Lenzenweger.

**B. Biology elective** (One course with significant biology content from BioSci., Nutr. Sci., Agr. Sci., HDFS, Psych., Agron., An.Sci., Ento., Food Sci., Microbiol., Nat. Res., Plant Breeding, Plant Patho. or Vet. Med.)

**Examples of biology electives****AN SCI 300 Animal Reproduction and Development**

Spring. 3 credits.

J. Parks.

**NS 331 Physiological and Biochemical Bases of Human Nutrition**

Spring. 3 credits.

M. Stipanuk.

**C. Humanities/Social Science elective**  
(two courses)

Courses listed earlier as social science/humanities foundation courses (2.B.) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Additional courses that are recommended as social science or humanities electives are:

**Examples of social science electives****AQ ECON 464 Economics of Agricultural Development**

Spring. 3 credits.

R. Barker.

**[ANTHRO 211 Nature and Culture**

Spring. 3 credits. Not offered 1994-95.

P. S. Sangren.]

**BIOES 673 Human Evolution: Concepts, History, and Theory (also Anthropology 673)**

Fall. 3 credits. Offered alternate years.

K. A. R. Kennedy.

**CRP 480 Environmental Politics**

Spring. 4 credits.

R. Booth.

**CRP 451/551 Environmental Law**

Fall. 4 credits.

R. Booth.

**CRP 656 Land Resources Protection Law**

Fall. 3 credits.

R. Booth.

**HDFS 258 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and History 238)**

Fall. 3 credits. Limited to 120 students.

T R 10:10-11:40. J. Brumberg.

**HDFS 451 History of Childhood in the United States**

Spring. 3 credits.

M W F 10:10-11:00. J. Brumberg.

**HSS 315 Human Sexuality**

Spring. 3 credits.

T R 2:30-3:45. R. Heasley.

**HSS 325 Health Care Services and the Consumer**

Fall. 3 credits. Offered alternate years.

R. House.

**HSS 330 Ecology and Epidemiology of Health**

Spring. 3 credits.

E. Rodriguez.

**[HSS 491 Contemporary Issues in Women's Health**

Fall. 3 credits. Not offered 1994-95.

T R 10:10-11:25. A. Parrot.]

**HSS 634 Health Care Organization—Providers and Reimbursement**

Fall. 3 credits.

T R 12:20-1:35. J. Kuder.

**HSS 688 Long-Term Care and the Aged: Alternative Health and Social Services Delivery Systems**

Spring. 3 credits.

R. Battistella.

**NTRES 400 International Environmental Issues**

Fall. 4 credits.

R. McNeil.

**NS 245 Social Science Perspectives on Human Nutrition**

Fall. 3 credits.

J. Sobal and D. Sanjur.

**NS 457 National and International Food Economics (also Economics 374)**

Spring. 3 credits.

E. Thorbecke.

**[PSYCH 255 Psychology and Medicine**

Fall. 3 credits. Prerequisite: an introductory psychology course. Limited to 60 students. Not offered 1994-95.]

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits. Offered alternate years.

R. Johnston.

**R SOC 201 Population Dynamics (also Sociology 205)**

Spring. 3 credits.

J. M. Stycos.

**R SOC 205 Rural Sociology and International Development**

Spring. 3 credits.

P. McMichael.

**R SOC 324 Environment and Society**

Fall. 3 credits.

M. J. Pfeffer.

**[R SOC 490 Society and Survival**

Fall. 3 credits. Not offered 1994-95.

D. Gurak.]

**Examples of humanities electives****[GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Psychology 389, English 347 and Comp. Lit. 347)]**

Spring. 3 credits. Offered alternate years. Optional: 1-credit clinical discussion section. Not offered 1994-95.

S. Gilman.]

**NTRES 407 Religion, Ethics, and the Environment**

Spring. 4 credits.

R. Baer.

**PHIL 241 Ethics (by petition for breadth requirement)**

Fall. 4 credits.

R. Miller.

**[PHIL 368 Global Climate and Global Justice (also Government 468)]**

Fall. 4 credits. Not offered 1994-95.

H. Shue.]

**[PHIL 681 Classification, Reality, and Knowledge: Realism, Social Construction, and Objectivity (also Science & Technology Studies 681)]**

Spring. 4 credits. Not offered 1994-95.

R. Boyd.]

**S&TS 626 Workshop on Law, Science, and Technology (also GOVT 626)**

Spring. 4 credits. Enrollment limited.

Permission of the instructor required.

W 2:00-4:25. S. Jasanoff.

**D. Senior Seminars****B&SOC 447 The History of Biology (also History 415 and Science and Technology Studies 447 and Biological Sciences 467)**

Fall. 4 credits. Limited to 18 students. A Common Learning course.

T R 12:20-2:15. W. Provine.

**B&SOC 404 Human Fertility in Developing Nations (also Rural Sociology 408)**

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years.

J. M. Stycos.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.

**[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]**

Fall. 4 credits. Limited to 16 students.

Recommended: a course in genetics or DNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1994-95.

S. Jasanoff.]

**[B&SOC 414 Population Policies (also Rural Sociology 418)]**

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. Not offered 1994-95.

J. M. Stycos.

The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.]

**[B&SOC 426 Medicine and the Law]**

Fall. 4 credits. Letter grades only. Limited to 16 students. Not offered 1994-95.

L. Palmer.

The role of law in modern medicine (and the related biomedical sciences) will be examined from the perspective of the social functions of law and medicine. A number of policy and ethical issues will be considered, including the role of hospitals and other health organizations in doctor-patient interactions, the social aspects of physician-patient interactions, reproductive technologies, the effect of medical malpractice on health-care delivery, legal issues in the care of the newborn, and health-care decisions for incompetents and terminally ill patients.]

**[B&SOC 428 Medical Service Issues in Health Administration (also Human Service Studies 628)]**

Spring. 3 credits. Limited to seniors and graduate students. Permission of instructor. Only Biology and Society majors can receive Arts credits for this course.

V. Utermohlen.

A survey of the issues that affect interactions between the health-care consumer and the health-care team, including disease processes (how disease occurs and progresses), the health-care team and illness, third-party payment and illness, and resource allocation.

**[B&SOC 451 AIDS and Society]**

Fall. 3 credits. Limited to students who have been approved by course coordinators. A Common Learning course.

W 2:30-4:30. S. Dittman and

V. Utermohlen.

Discussions of the effect of HIV infection and AIDS on society will consist of seminars on the biology of the virus, medical treatment, transmission and prevention, and personal, social, and political impact of HIV/AIDS. Students will have the opportunity to initiate and carry out AIDS education projects on campus.

**[B&SOC 460 Social Analysis of Ecological Change (also Rural Sociology 660 and Science and Technology Studies 660)]**

Fall. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years. Next offered fall 1995.

P. Taylor.

Scientific studies of ecological and social processes, together with the analysis of those studies and their interpretation by historians, sociologists, and anthropologists. Topics include post-WWII cybernetics, systems ecology, the tragedy of the commons, the *Limits to Growth*, ecological degradation, political ecology, global models, conservation biology, and climate change.]

**[B&SOC 461 Environmental Policy (also Biological Sciences 661 and Agriculture and Life Sciences 661)]**

Fall and spring. 6 credits. Limited to 12 students. Prerequisite: permission of instructor. This is a two-semester course.

Sec. R 2:30-4:30. D. Pimentel.

This course uses an interdisciplinary approach to focus on complex environmental and energy problems. Ten to twelve students, representing several disciplines, investigate

significant environmental problems. The research team spends two semesters preparing a scientific report for publication in *Science* or *BioScience*.

**[B&SOC 469 Food, Agriculture, and Society (also Biological Sciences 469 and Science and Technology Studies 469)]**

Spring. 3 credits. Prerequisite: an introductory ecology course or permission of instructor.

Lecs, T R 1:25-2:40. A. G. Power.

A multidisciplinary course that deals with the social and environmental impact of food production in the United States and developing countries. Agroecosystems of various kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and alternative agricultural technologies are critically examined in the context of developed and developing economies. Specific topics include pest management, soil conservation, plant genetic resources, biotechnology, and sustainable development.

**[HDFS 610 Processes in Human Development]**

Spring. 3 credits. Limited to 20 students. Open to graduate students and juniors and seniors in HDFS and related fields with recommendation from a faculty member and instructor's permission. Prerequisite: a minimum of one course in statistics.

U. Bronfenbrenner.

**[HSS 625 Health Care Services: Ethical and Legal Perspectives]**

Fall. 3-4 credits. If using this course as a senior seminar, B&Soc majors must take it for 4 credits by writing a major paper. Permission of instructor required for registration. Enrollment limited to 10 undergraduates—preference given to HSS students.

A. Parrot.

**[HSS 631 Managed Health Delivery Systems: Primary-Ambulatory Care]**

Spring. 3 credits.

R. Battistella.

**[S&TS 415 The Politics of Technical Decisions (also City and Regional Planning 541, Government 628)]**

Fall. 4 credits. Not offered 1994-95.

M. Dennis.]

**[S&TS 427 The Politics of Environmental Protection in America (also Government 427)]**

Fall. 4 credits.

M W F 1:25-2:15. S. Jasanoff.

**[S&TS 688 International Environmental Policy (also Government 687)]**

Spring. 4 credits.

S. Jasanoff.

**V. Other Courses**

**[B&SOC 375 Independent Study]**

Fall or spring. 1-4 credits. Prerequisite: must have written permission of faculty supervisor and Biology and Society major.

Staff.

Projects under the direction of a Biology and Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with written permission of the

faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

**[B&SOC 400 Undergraduate Seminar]**

Fall or spring. Variable credit. May be repeated for credit.

Staff.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the biology and society supplement issued at the beginning of each semester.

**[B&SOC 499 Honors Project]**

Fall or spring; two-semester projects are acceptable. 3-5 credits each term with a maximum of 8 credits for the entire project. Open only to biology and society students in their senior year.

Staff.

Students enrolled in Biology and Society 499 will receive a letter grade at the end of their final term, whether or not they complete a thesis and whether or not they are recommended for honors. Students enrolled for the whole year in 499 may receive either a letter grade for both terms or a grade of "R" for the first term with a letter grade for both terms submitted at the end of the second term. When a student is enrolled for two terms, the student and the thesis adviser must reach a clear agreement at the outset as to which grade will be assigned for the first term and on the basis of what sort of work. Minimally an honors thesis outline and bibliography should be completed during the first term. Applications and information are available in the Biology and Society office, 275 Clark Hall.

**Cognitive Studies Program**

F. Keil (psychology), B. Lust (human development and family studies), codirectors. B. Bloom, R. Constable, B. Donald, T. Henzinger, D. Huttenlocher, R. Rubinfeld, G. Salton, A. Segrè, D. Subramanian (computer science); J. Dunn, J. Novak, R. Ripple, D. Schrader (education); R. Canfield, S. Ceci, B. Koslowski, B. Lust, M. Potts, S. Robertson, G. Suci (human development and family studies); J. Russo (Johnson Graduate School of Management); J. Bowers, G. Chierchia, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. Hertz, A. Jongman, A. Landman, J. Lantolf, S. McConnell-Ginet, C. Rosen, J. Sereno, M. Suñer, L. Waugh, J. Whitman, D. Zec (modern languages and linguistics); A. Nerode, R. Shore (mathematics); T. Seeley, (neurobiology and behavior); R. Boyd, M. Crimmins, C. Ginet, H. Hodes, S. Shoemaker (philosophy); J. Cutting, R. Darlington, D. Field, B. Finlay, B. Halpern, A. Isen, F. Keil, B. Khurana, C. Krumhansl, E. Spelke (psychology)

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, and the organization of motor action. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Linguistics, Mathematics, Philosophy, and Psychology. Elsewhere in

the university they are represented in the Department of Human Development and Family Studies (College of Human Ecology), the Section of Neurobiology and Behavior (Division of Biological Sciences), and the Department of Education (College of Agriculture and Life Sciences).

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and also how they develop and change. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

### Undergraduate Concentration

The committee for undergraduate concentration in cognitive studies consists of: Thomas Henzinger, computer science, 5-3009, 4158 Upson Hall, tah@cs.cornell.edu; James Gair, linguistics, 5-5110, 407 Morrill Hall, jwg2@cornell.edu; Carl Ginert, philosophy, 5-6818, 224 Goldwin Smith, cag2@cornell.edu; David Field, psychology, 5-6393, 250 Uris Hall, djf3@cornell.edu. Initial inquiries concerning the undergraduate concentration should be made with the Cognitive Studies coordinator, Sue Wurster, 255-6431, who will provide application materials and set up a meeting with a relevant member of the committee. If, after meeting with the committee member, a concentration seems appropriate, the applicant will be assigned an adviser selected from all faculty members who are in the field of Cognitive Studies.

The undergraduate concentration in cognitive studies provides a framework for the design of structured, individualized programs of study in this growing interdisciplinary field. Such programs of study are intended to serve as complements to intensive course work in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in an individual department, independent of their work in the concentration. This background provides both a foundation and a focus for the concentration work.

In light of the importance of a strong background in an individual department, it is required that a student seeking admission to the concentration have completed or plan to complete any three courses in one department from among the list of courses below. (Such a student will typically be a major in the department, but being a major is not necessary. The Section of Neurobiology and Behavior counts as a department here.) To enter the concentration formally, the student

should consult with a member of the concentration committee, who will assign the student a concentration adviser who has expertise in the student's main areas of interest and is outside of the student's major department.

The concentration requires that the student take several courses (usually a minimum of three) from departments other than the one from which the student takes the three courses needed for admission to the concentration. The student must gain approval for this selection of courses from the concentration adviser. The courses will generally be chosen from among the list below, but other courses are permissible in individual cases.

The courses selected should form a coherent cluster that makes sense to both the adviser and the student; an unstructured selection of three courses from the approved set might well be inadequate.

In addition, the concentration encourages each student to be involved in at least one independent research study that bears on research issues in cognitive studies, if possible. It is recommended that students report on their research activities in an annual undergraduate forum sponsored by the program. The Undergraduate Committee is committed to helping students find an appropriate research placement when needed.

Students who successfully complete these requirements will have their concentration in Cognitive Studies officially represented on their diploma. Students in good standing in the concentration will be eligible to compete for a limited number of summer research fellowships and travel awards to relevant conferences in the cognitive sciences. In addition, students who have completed all requirements for the concentration will be eligible for enrollment in the graduate proseminar in Cognitive Studies (Cognitive Studies 773-774).

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. For further information, consult the undergraduate committee listed above.

### Graduate Minor

For information, consult the program office (273A Uris Hall, 255-6431, or the graduate field representative, Barbara Lust 255-0829, bcl4@cornell.edu).

### Courses

#### Computer Science

**COM S 172 An Introduction to Artificial Intelligence**

Spring. 4 credits. Not offered every year.

**COM S 211 Computers and Programming**  
Fall or spring. 3 credits.

**COM S 212 Modes of Algorithmic Expression**

Fall or spring. 4 credits.

**COM S 280 Discrete Structures**  
Fall or spring. 4 credits.

**COM S 381 (or 481) Introduction to Theory of Computing**

Fall. 3 or 4 credits.

**COM S 410 Data Structures**  
Fall or spring. 4 credits.

**COM S 411 Programming Languages and Logics**  
Fall. 4 credits.

**COM S 462 Robotics and Machine Vision**  
Spring. 3 credits.

**COM S 463 Robotics and Machine Vision Lab**  
Spring. 2 credits.

**COM S 472 Foundations of Artificial Intelligence**  
Fall. 3 credits.

**COM S 473 Practicum in Artificial Intelligence**  
Fall. 2 credits.

**COM S 482 Introduction to Analysis of Algorithms**  
Spring. 4 credits.

**[COM S 486 Applied Logic (also Mathematics 486)]**  
Fall. 4 credits. Not offered 1994-95.]

### Education (College of Agriculture and Life Sciences)

**EDUC 210 Psychology of Learning and Memory**  
Fall. 3 credits.  
J. A. Dunn.

**EDUC 301 Knowing and Learning in Science and Mathematics**  
Fall. 3 credits.  
J. Trumbull.

**EDUC 312 Learning to Learn**  
Spring. 3 credits.  
J. Novak.

### Human Development and Family Studies (College of Human Ecology)

**HDFS 331 Learning in Children**  
Fall. 3 credits.  
M. Potts.

**HDFS 333 Cognitive Processes in Development**  
Spring. 3 credits.  
G. Suci.

**HDFS 334 The Growth of the Mind**  
Spring. 4 credits.  
B. Lust.

**[HDFS 432 Cognitive Development and Education]**  
Spring. 3 credits. Not offered 1994-95.  
M. Potts.]

**HDFS 436 Language Development (also Psychology 436 and Linguistics 436)**  
Spring. 4 credits.  
B. Lust.

**HDFS 438 Thinking and Reasoning**  
Spring. 3 credits.  
B. Koslowski.

**HDFS 439 Cognitive Development: Infancy through Adolescence**  
Fall. 3 credits.  
B. Koslowski.

**[HDFS 472 Typical and Atypical Intellectual Development]**

Spring. 3 credits. Not offered 1994-95.  
S. Ceci.]

**Modern Languages and Linguistics****LING 101 Theory and Practice of Linguistics**

Fall, spring or summer. 4 credits.  
Fall: A. Cohn; spring: staff.

**LING 201 Introduction to Phonetics and Phonology**

Spring. 4 credits.  
D. Zec.

**LING 203 Introduction to Syntax and Semantics**

Fall. 4 credits.  
M. Diesing.

**[LING 264 Language, Mind, and Brain]**

Fall. 4 credits. Not offered 1994-95.  
J. Bowers.]

**LING 301-302 Phonology I, II**

Fall and spring. 4 credits each term.  
Fall, D. Zec; Spring, A. Cohn.

**LING 303-304 Syntax I, II**

Fall and spring. 4 credits each term.  
Fall: W. Harbert; spring: staff.

**LING 309-310 Morphology I, II**

Fall and spring. 4 credits each term.  
Fall: L. Waugh; spring: staff.

**LING 319-[320] Phonetics I, II**

Spring. 4 credits each term.  
A. Jongman.

**[LING 325 Pragmatics]**

Spring. 4 credits. Not offered 1994-95.  
S. McConnell-Ginet.]

**[LING 334 Non-Linear Syntax]**

Fall. 4 credits. Not offered 1994-95.  
C. Rosen.]

**[LING 370 Language and Cognition (also Psychology 370)]**

Spring. 4 credits. Not offered 1994-95.  
J. Bowers.]

**LING 400 Semiotics and Language**

Spring. 4 credits.  
L. Waugh.

**LING 401 Language Typology**

Fall. 4 credits.  
C. Rosen.

**LING 421-422 Semantics I, II**

Fall and spring. 4 credits each term.  
Staff.

**LING 436 Language Development (also Psychology 436 and HDFS 436)**

Spring. 4 credits.  
B. Lust.

**[LING 450 Computational Linguistics]**

Fall. 4 credits. Not offered 1994-95.  
F. Landman.]

**Mathematics****MATH 481 Mathematical Logic (also Philosophy 431)**

Spring. 4 credits.

**MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)**

Spring. 4 credits.

**[MATH 486 Applied Logic (also Computer Science 486)]**

Fall. 4 credits. Not offered 1994-95.]

**[MATH 487 Applied Logic II]**

Spring. 4 credits. Not offered 1994-95.]

**Neurobiology and Behavior (Division of Biological Sciences)****BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits.  
P. Sherman.

**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**

Spring. 3 or 4 credits.  
R. Booker.

**[BIONB 326 The Visual System]**

Spring. 4 credits. Not offered 1994-95.  
H. Howland.]

**BIONB 328 Biopsychology of Learning and Memory (also Psychology 332)**

Spring. 3 credits.  
T. DeVoogd.

**[BIONB 396 Introduction to Sensory Systems (also Psychology 396)]**

Spring. 3 or 4 credits. Not offered 1994-95.  
B. Halpern.]

**BIONB 424 Neuroethology**

Spring. 3 credits.  
C. D. Hopkins.

**BIONB 492 Sensory Function (also Psychology 492)**

Spring. 3 credits.  
H. Howland, B. Halpern.

**BIONB 496 Bioacoustic Signals in Animals and Man**

Spring. 3 credits.  
C. Clark, R. R. Hoy.

**Philosophy****PHIL 231 Introduction to Formal Logic**

Fall or spring. 4 credits.  
H. Hodes, fall; J. Jarrett, spring.

**[PHIL 261 Knowledge and Reality]**

Spring. 4 credits. Not offered 1994-95.]

**PHIL 262 Philosophy of Mind**

Fall. 4 credits.  
S. Shoemaker.

**PHIL 286 Science and Human Nature**

Spring. 4 credits.  
R. Boyd.

**PHIL 318 Twentieth-Century Philosophy**

Fall. 4 credits.  
H. Hodes.

**[PHIL 331 Formal Logic]**

Spring. 4 credits. Not offered 1994-95.]

**PHIL 332 Philosophy of Language**

Spring. 4 credits.  
H. Langsam.

**[PHIL 361 Metaphysics and Epistemology]**

Spring. 4 credits. Not offered 1994-95.]

**PHIL 381 Philosophy of Science: Knowledge and Objectivity**

Fall. 4 credits.  
R. Boyd.

**[PHIL 382 Philosophy and Psychology]**

4 credits. Not offered 1994-95.]

**[PHIL 389 Philosophy of Science: Evidence and Explanation]**

4 credits. Not offered 1994-95.]

**[PHIL 431 Deductive Logic (also Mathematics 481)]**

Fall. 4 credits. Not offered 1994-95.]

**[PHIL 433 Philosophy of Logic]**

4 credits. Not offered 1994-95.]

**PHIL 436 Intensional Logic (also Mathematics 483)**

Spring. 4 credits.  
H. Hodes.

**[PHIL 437 Problems in the Philosophy of Language]**

Spring. 4 credits. Not offered 1994-95.]

**PHIL 461 Metaphysics**

Spring. 4 credits.  
R. Boyd, S. Mohanty.

**Psychology****PSYCH 205 Perception**

Spring. 3 credits.  
J. E. Cutting.

**PSYCH 209 Development**

Spring. 4 credits.  
F. Keil.

**[PSYCH 214 Issues in Cognitive Psychology]**

Fall. 3 credits. Not offered 1994-95.  
Staff.]

**PSYCH 215 Psycholinguistics**

Fall. 3 or 4 credits.  
Staff.

**PSYCH 305 Visual Perception**

Fall. 4 credits.  
J. Cutting.

**[PSYCH 309 Development of Perception and Representation]**

Fall. 3 credits. Not offered 1994-95.  
E. Spelke.]

**PSYCH 311 Introduction to Human Learning and Memory**

Fall. 3 credits.  
E. S. Spelke.

**PSYCH 316 Auditory Perception**

Spring. 3 or 4 credits.  
C. L. Krumhansl.

**PSYCH 332 Biopsychology of Learning and Memory (BIONB 328)**

Spring. 3 credits.  
D. F. Gudermuth.

**PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display**

Fall. 3 credits.  
D. Field.

**[PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)]**

Fall. 3 credits. Not offered 1994-95.  
B. Strupp.]

**[PSYCH 396 Introduction to Sensory Systems (also BIONB 396)]**

Spring. 3 or 4 credits. Not offered 1994-95.  
B. Halpern.]

**[PSYCH 412 Laboratory in Cognition and Perception]**

Spring. 4 credits. Not offered 1994-95.  
D. Field.]



**PSYCH 414 Comparative Cognition**

Spring. 3 credits.  
E. Spelke.

**[PSYCH 415 Concepts, Categories, and Word Meanings]**

Fall. 4 credits. Not offered 1994-95.  
F. Keil.]

**PSYCH 417 The Origins of Thought and Knowledge**

Spring. 4 credits.  
F. Keil.

**PSYCH 418 Psychology of Music**

Fall. 3 or 4 credits.  
C. Krumhansl.

**[PSYCH 425 Brain and Behavior]**

Fall. 3 or 4 credits. Not offered 1994-95.  
B. Finlay.]

**PSYCH 436 Language Development (also Linguistics 436 and HDFS 436)**

Spring. 4 credits.  
B. Lust.

**[PSYCH 490 History and Systems of Psychology]**

Fall. 4 credits. Not offered 1994-95.  
Staff.]

**PSYCH 492 Sensory Function (also BIONB 492)**

Spring. 3 credits.  
B. Halpern, H. Howland.

**Graduate Courses and Seminars**

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

**COGST 773-774 Proseminar in Cognitive Studies I and II (also Com S 773/774; Ling 773/774; Phil 773/774; Psych 773/774)**

Fall: R grade; spring: S-U only. 4 credits.  
T 1:25-2:40. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use. (Also see description under Com S 773/774; Ling 773/774; Phil 773/774; Psych 773/774.)

**COGST 600/700 Graduate Seminars****HDFS 600/700 Graduate Seminars****LING 600/700 Graduate Seminars****MATH 581 Logic****MATH 655 Mathematical Foundations of Computer Modeling and Simulation****MATH 684 Recursion Theory****MATH 688 Automated Theorem Proving****PHIL 700 Graduate Seminars****PSYCH 500-700 Graduate Seminars****College Scholar Program**

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The College Scholar program is described in the introductory section of Arts and Sciences.

**COLLS 397 Independent Study**

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

**COLLS 499 Honors Research**

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

**East Asia Program**

140 Uris Hall

J. V. Koschman, director; E. M. Gunn, associate director; S. Akiba, R. Barker, T. Bestor, K. W. Brazell, P. Chi, T. Christensen, S. G. Cochran, J. Cody, B. de Bary, C. d'Orban, J. M. Law, L. C. Lee, T. P. Lyons, D. R. McCann, J. R. McRae, T. L. Mei, V. Nee, C. A. Peterson, J. R. Piggott, V. Pucik, N. Sakai, P. S. Sangren, T. Shiraishi, V. B. Shue, R. J. Smith, R. J. Sukle, H. Wan, J. K. Wheatley, J. Whitman, M. W. Young

East Asian studies at Cornell is led by thirty-four faculty members from five colleges, who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through various departments in most of the humanities and social science disciplines, as well as in the fields of business, city and regional planning, international and comparative labor relations and rural sociology. Language courses in Mandarin, Cantonese, Korean, and Japanese are offered, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree, or an M.A./Ph.D. degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. A variety of fellowships, travel grants, awards, and assistantships are available for graduate students concentrating on East Asia.

The formal program of study is enriched by a variety of extracurricular activities, including a Japanese and Chinese language house, various film series, career workshops, art exhibits, and numerous lectures, symposia and performances related to East Asia. The Wason Collection in Olin Library is a comprehensive collection of books on East Asia in Western languages, Japanese, Chinese, and Korean. The Mary Rockwell Galleries of the Herbert F. Johnson Museum of Art have an excellent collection of East Asian art.

**Freshman Writing Seminars**

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

**Human Biology Program**

J. Haas (nutritional sciences), director, 211 Savage Hall, 255-8001, B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K.A.R. Kennedy (ecology and

systematics/anthropology), D. Levitsky (nutritional sciences), D. McClearn (ecology and systematics), P. W. Nathanielsz (physiology), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertshaw (physiology), S. Robertson (human development and family studies), R. Savin-Williams (human development and family studies), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology, into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

**Basic Requirements**

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending upon the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101-103 plus 102-104 or 105-106 or Biological Sciences 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (Chemistry 103-104 or 207-208 or 215-216); one year of college mathematics (Mathematics 111-112 or 105-106 or 111-105); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 231, 330 or 331). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major.

Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above:

(1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

## Courses

### Human Anatomy and Physiology

**BIO S 214 The Biological Basis of Sex Differences (also Women's Studies 214)**

Spring. 3 credits.

**BIO S 274 Functional and Comparative Morphology of Vertebrates**

Spring. 4 credits.

**BIO S 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)**

Fall. 3 credits.

**BIO S 319 Animal Physiology Experimentation (also Veterinary Medicine 378)**

Fall. 3 credits.

**BIO S 458 Mammalian Physiology**

Spring. 3 credits.

**BIO S 474 Laboratory and Field Methods in Human Biology (also Anthropology 474)**

Spring. 5 credits.

**NS 115 Nutrition and Health: Concepts and Controversies**

Fall. 3 credits.

**NS 222 Maternal and Child Nutrition**

Spring. 3 credits.

**NS 331 Physiological and Biochemical Bases of Human Nutrition**

Spring. 3 credits.

**NS 341 Human Anatomy and Physiology**

Spring. 4 credits.

**NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)**

Fall. 3 credits.

**NS 441 Nutrition and Disease**

Fall. 4 credits.

**PSYCH 322 Hormones and Behavior (also Biological Sciences 322)**

Spring. 3 or 4 credits.

**PSYCH 425 Brain and Behavior**

Fall. 3 or 4 credits.

**VET M 331 Medical Parasitology**

Fall. 2 credits.

### Human Behavior

**ANTHR 390 Primate Behavior and Ecology**

Spring. 4 credits.

**ANTHR 490 Primates and Evolution**

Spring. 4 credits.

**BIO S 301 Biology and Society I: The Social Construction of Life (also Biology and Society 301)**

Fall. 4 credits.

**BIO S 427 Animal Social Behavior**

Fall. 3 credits.

**HDFS 344 Infant Behavior and Development**

Fall. 3 credits.

**HDFS 645 Seminar in Infancy: Newborn Behavioral Organization**

Spring. 3 credits.

**HSS 315 Human Sexuality: A Biosocial Perspective**

Spring. 3 credits.

**NS 245 Social Science Perspectives of Human Nutrition**

Fall. 3 credits.

**NS 347 Human Growth and Development: Biological and Behavioral Interactions (also Human Development and Family Studies 347)**

Spring. 3 credits.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits.

**PSYCH 425 Brain and Behavior**

Fall. 3 or 4 credits.

**R SOC 408 Human Fertility in Developing Nations (also B Soc 404)**

Fall. 3 credits.

**R SOC 438 Social Demography**

Fall. 3 credits.

### Human Evolution and Ecology

**ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Human Kind**

Fall. 3 credits.

**ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)**

Spring. 3 credits.

**ANTHR 390 Primate Behavior and Ecology**

Spring. 4 credits.

**ANTHR 391 The Evolution of the Human Life Cycle**

Spring. 3 credits.

**ANTHR 490 Primates and Evolution**

Spring. 4 credits.

**BIO S 207 Evolution**

Fall. 3 credits.

**BIO S 261 Ecology and the Environment**

Fall. 4 credits.

**BIO S 272 Functional Ecology: How Animals Work**

Spring. 4 credits.

**BIO S 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)**

Fall. 3 credits.

**BIO S 371 Human Paleontology (also Anthropology 371)**

Fall. 4 credits.

**BIO S 378 Evolutionary Biology**

Spring. 4 credits.

**BIO S 461 Population and Evolutionary Ecology**

Fall. 4 credits.

**BIO S 464 Microevolution and Macroevolution**

Spring. 4 credits.

**BIO S 470 Ecological Genetics**

Spring. 4 credits.

**BIO S 471 Mammology**

Fall. 4 credits.

**BIO S 481 Population Genetics**

Fall. 4 credits.

**BIO S 482 Human Genetics and Society**

Fall. 3 credits.

**BIO S 484 Molecular Evolution**

Spring. 3 credits.

**BIO S 673 Human Evolution: Concepts, History and Theory (also Anthropology 673)**

Fall. 3 credits.

**B&SOC 447 History of Biology-Evolution (also History 447)**

Fall. 4 credits.

**HSS 330 Ecology and Epidemiology of Health**

Fall. 3 credits.

**NS 306 Nutritional Problems of Developing Nations**

Spring. 3 credits.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits.

**R SOC 201 Population Dynamics**

Spring. 3 credits.

**VET M 331 Medical Parasitology**

Fall. 2 credits.

**VET M 664 Introduction to Epidemiology**

Fall. 3 credits.

## Independent Major Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

### IM 351 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

### IM 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

## Intensive English Program

E. J. Beukenkamp, director

This full-time, noncredit, nondegree program is designed to meet the requirements of foreign students who need to acquire proficiency in English to pursue university-level studies in the United States, as well as for visitors, personnel in business, hospitality industry, legal work, medicine, and others seeking competence in the language.

The intensive nature of the program leads to a command of the language in all its aspects—listening, speaking, reading, and writing—in the shortest possible time.

Integrated courses are offered both fall and spring semesters at three levels: beginning (Test of English as a Foreign Language [TOEFL] score below 370), intermediate (TOEFL score below 450), and advanced.

Students who have gained full admission to, or who already are registered in, degree-granting programs at Cornell should consult the section, Modern Languages and Linguistics, for information regarding courses in English as a second language.

The Intensive English Program is administered by the Department of Modern Languages and Linguistics, Cornell University, Morrill Hall, Ithaca, New York 14853-4701, U.S.A. Application materials and information are available directly from the program by calling 607/255-4863, or by faxing 607/255-7491.

## International Relations Concentration

Peter J. Katzenstein, faculty coordinator

Cornell University offers a unique setting for undergraduates with an interest in international relations. Cornell's several undergraduate colleges and many departments include course offerings that provide a strong grounding in the field as well as an opportunity to study more than sixty languages.

The purpose of the Concentration in International Relations is to provide a structure for undergraduate students with interest in international law, economics, agriculture, foreign trade, international banking, government service, international organizations, cross-cultural affairs, or education. Students can major in one of the existing departments, such as history, government, anthropology, or economics, or design an independent major. Integral to the curriculum in international relations is both a focus on global issues and processes and an understanding of their impact on particular countries or geographic regions.

### Requirements for students entering Cornell prior to fall 1994:

- 1) Two courses in government:
  - a) Government 181 or 281: Introduction to International Relations (fall).
  - b) One appropriate 300-level government course, either in international relations or in the foreign policy of a particular country.
- 2) Two courses in economics:
  - a) One from the following offerings: Economics 361: International Trade Theory and Policy (fall); Economics 362: International Monetary Theory and Policy (spring); Economics 363: International Economics (fall); Economics 371: Economic Development (fall).
  - b) One from the following offerings: Economics 366: The Economies of Central Europe and the Former USSR (spring); Economics 367: Comparative Economic Systems (spring); Economics 370: Socialist Economies in Transition (fall); Economics 374: National and International Food Economics (spring). (*\*Students can take Economics 361 and 362 to fulfill the economics requirement.*)
- 3) Two courses in history:
  - a) History 314: History of American Foreign Policy, 1912 to the Present (spring).
  - b) Any history course dealing with a modern nation or region other than the United States.

Typical choices among the sequences listed above would be to study European history and government and Economics 361, 362, or 367, or Third World history and government and Economics 371 and other listed economics courses. Under certain conditions, it may be possible to substitute other courses for those listed above. In addition, students are strongly encouraged to acquire full proficiency in a modern foreign language.

### New course requirements for students entering Cornell in fall 1994 and after:

The new requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies; and
- 4) Cultural Studies. Within these four subject areas, courses are also identified as "core" or "elective." Students must complete seven courses selected from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country.

#### Option A:

- One core course from Groups 1, 2, and 4
- One elective from Groups 1, 2, 3, and 4

#### Option B:

- One core course from Groups 1, 2, and 4

- One elective from either Group 1 or Group 2
- One elective from Group 3, and two additional electives from Group 3 or Group 4

Students should take note that many of the core courses have prerequisites. Courses in cultural studies have prerequisites for purposes of the IR Concentration. The list of electives here is representative but not complete. Many other courses throughout the university can qualify as electives for the IR Concentration.

### Group 1: International Economics and Development

|           |           |   |
|-----------|-----------|---|
| Core:     | AGEC 430  | International Trade Policy (prereq. Econ 101-102)               |
|           | ECON 361  | International Trade Theory and Policy (prereq. 101-102, 313)    |
|           | ECON 362  | International Monetary Theory and Policy (prereq. 101-102, 314) |
|           | ECON 363  | International Economics (prereq. Econ 101-102)                  |
|           | ECON 371  | Economic Development (prereq. Econ 101-102, 313)                |
|           | ECON 372  | Applied Economic Development (prereq. Econ 101-102, 313)        |
| Elective: | AGEC 464  | Economics of Agricultural Development                           |
|           | AS&RC 271 | Introduction to African Development                             |
|           | ECON 374  | National and International Food Economics                       |
|           | GOVT 354  | America in the World Economy                                    |
|           | ILRIC 333 | Comparative Political Economy of Industrial Societies           |
|           | RSOC 205  | International Development                                       |

(Students can take Economics 361 and 362 to fulfill Group 1)

### Group 2: World Politics and Foreign Policy

|           |              |  |
|-----------|--------------|--|
| Core:     | GOVT 181/281 | Introduction to International Relations  |
|           | HIST 314     | History of American Foreign Policy, 1912-Present (or Govt 385 American Foreign Policy, if 314 not offered in a given year) |
| Elective: | GOVT 381     | The Politics of Defense Spending   |
|           | GOVT 384     | War and Peace in the Nuclear Age   |
|           | GOVT 392     | International Relations of the Middle East   |
|           | HIST 279     | Seminar on the Cold War  |
|           | HIST 309     | The U.S. and the Third World   |

SOC 310 Sociology of War and Peace

### Group 3: Transnational Processes and Policies

[NO CORE]

- Elective: BIO G 206 Ethics and the Environment
- GOVT 491 Normative Elements in International Relations
- GOVT 436 Environmental Politics and Policy
- NTRES 400 International Environmental Issues
- RSOC 475 Global Patterns of International Migration
- S&TS 324 Environment and Society
- S&TS 425 Global and Domestic Dimensions of Science and Technology Policy

### Group 4: Cultural Studies

- Core: ANTHR 380 State, Nation and Everyday Life (prereq. Anthr 102 or 200)
- ANTHR 385 Sex, Morality, and the Law (prereq. Anthr 102 or 200)
- ANTHR 436 Language, Culture, and Society (prereq. Anthr 102 or 200)
- ANTHR 460 Culture and International Order (prereq. Anthr 102 or 200)
- COM L 365 The Contemporary Novel (prereq. ComL 202)
- LING 405/406 Sociolinguistics (prereq. Ling 101)
- WOMNS 362 Global Perspectives on Gender (prereq. Womns 206, 210, or 218)
- Elective: ANTHR 470 Social and Cultural History of Contemporary Europe
- ASIAN 414 Literature and Society
- AS&RC 479 Women and Gender Issues in Africa
- ENGL 264 Ethnic Literature: Bridges and Boundaries
- GOVT 344 Government and Politics of Southeast Asia
- RUSSL 390 The Power of Nationalism

### Language Requirement

IR Concentrators entering Cornell in fall 1994 and after are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways:

- 1) Two years of one foreign language (proficiency plus one course)
- 2) Two languages at proficiency

### Study Abroad

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with study abroad.

*All courses used to fulfill the concentration requirements must be taken for a letter grade.* Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate signed by the faculty coordinator of the international relations concentration. Students interested in pursuing the concentration should discuss it with their faculty adviser. To enroll and for further information, contact Barbara Lantz, Assistant Dean for International Programs, 55 Goldwin Smith Hall, tel. 255-5004.

### Center for International Studies

See Interdisciplinary Centers, Programs, and Studies, p. 16.

### Program of Jewish Studies

D. I. Owen, director (Ancient Near Eastern and Biblical History and Archaeology), R. Brann (Judeo-Arabic Studies), P. Hyams (Medieval Jewish History), L. Kant (Early Judaism and Christianity), A. Nadler (Eastern European Jewish Civilization), R. Polenberg (American-Jewish History), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), N. Scharf (Hebrew language), D. Schwarz (Anglo-Jewish Literature), S. Shoer (Hebrew and Yiddish Languages), Y. Szekely (Judaica Bibliography)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures (now the Department of Near Eastern Studies) in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded, and courses in ancient, medieval, and modern Jewish history have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from the various Cornell colleges.

The Program of Jewish Studies supports teaching and research in the overall area of Judaic Studies. It is a secular, academic program, the interests of which are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica which are pursued by the members of the Department of Near Eastern Studies.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern Jewish history; and Holocaust studies. In some of these fields students may take courses both on graduate

and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

### Courses Offered

#### JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)

Fall and spring. 6 credits each semester. Enrollment limited to 15 each section.

M-F. Sec 01: 10:10-11:00; 02: 11:15-12:05; 03: 1:25-2:15. S. Shoer.

#### JWST 197 Introduction to Near Eastern Civilization (also NES 197 and RELST 197) @ #

Fall. 3 credits each term. Required for all NES department majors. NES 197 or 198 and any other NES course will constitute a sequence to fulfill the distribution requirement in either the Social Sciences or Humanities, depending on the second course used in combination with NES 197 or 198.

M W F 2:30-3:20. R. Brann.

#### JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)

Fall and spring. 4 credits each semester. Enrollment limited to 15 students each section.

M-R. Sec 01: 10:10-11:15; 02: 1:25-2:15. N. Scharf.

#### JWST 223 Introduction to the Bible (also NES 223 and RELST 223)

Fall. 3 credits each semester.

M W F 10:10-11:00. G. Rendsburg.

#### JWST 244 Introduction to Ancient Judaism (also NES 244 and RELST 244) @ #

Spring. 3 credits.

T R 1:25-2:40. G. Rendsburg.

#### JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, and ARKEO 247)

Fall. 3 credits.

T R 2:55-4:10. L. Kant.

In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C.E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

#### JWST 274 Jewish Civilization in Eastern Europe, 1814-1939 (also RUS LIT 274)

Fall. 2 credits.

R 1:25-4:25. A. Nadler.

An introduction to the social, intellectual, and literary history of the Jews of Eastern Europe in the modern period, as reflected in primary texts (in English translation). The course will explore the full range of Jewish religious, cultural, and political movements of this period, such as hasidism, the *haskala* (Jewish enlightenment), and the varieties of modern Jewish nationalism, through the prism of their greatest literary works.



**JWST 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also GOVT 358 and NES 294) @**

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences.  
T R 2:55-4:10. M. Litvak.

**JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302) @**

Fall and spring. 4 credits. Enrollment limited to 15 students.  
M W F 2:30-3:20. N. Scharf.

**JWST 339 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also NES 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #**

Fall. 4 credits.  
M W F 12:20-1:10. R. Brann.

**JWST 344 The History of the Early Christianity (also NES 324, RELST 325) #**

Fall. 4 credits.  
T R 1:25-2:40. L. Kant.

**JWST 362 The History and Archaeology of Ancient Syria (also ARKEO 362/662 and NES 362/662) @ #**

Spring. 4 credits. Prerequisite: Any archeology or ancient history course or permission of instructor.  
T R 11:40-12:55. D. I. Owen.

**JWST 491-492 Independent Study—Undergraduate**

Fall and spring. Variable credit. Staff.

**JWST 499 Independent Study—Honors**

Fall and spring. Variable credit. Staff.

**Courses Not offered 1994-95.**

JWST 101-102 An Introduction to the Classics of Jewish Literature (also NES 121-122 and RELST 121-122)

JWST 171 The Hebrew Muse: Explorations in Classical Jewish literature (also NES 171)

JWST 220 Aramaic (also Near Eastern Studies 238)

JWST 221 Readings in Classical Hebrew Literature: The Art of Biblical Narrative (also Near Eastern Studies 221)

JWST 222 Readings in Classical Hebrew Literature: The Art of Biblical Poetry (also Near Eastern Studies 222)

JWST 224-225 Elementary Biblical Hebrew I & II (also Near Eastern Studies 232-235 and Near Eastern Studies 423-424)

JWST 226 Exodus and Conquest (also Near Eastern Studies 226)

JWST 227 Introduction to the Prophets (also NES 227 and RELST 227) @ #

JWST 228/628 Genesis (also Near Eastern Studies 228 and 628 and Religious Studies 228)

JWST 229 Women in the Hebrew Bible (also NES 292 and Women's Studies 292)

JWST 243 Classics of Hebrew Literature, a Survey: The Hebrew Literary Tradition (also Comparative Literature 231 and NES 231)

JWST 250 Response to the Holocaust

JWST 251 The Holocaust: The Destruction of European Jewry, 1933-1945

JWST 255 The Emergence of the Modern Jew: 1648-1948 (also Near Eastern Studies 245)

JWST 261 Ancient Seafaring (also ARKEO 275 and NES 261) @ #

JWST 263 Introduction to Biblical History and Archaeology (also Archeology 263, Near Eastern Studies 263 and Religious Studies 264)

JWST 264 Agriculture and Society in the Ancient Near East (also Near Eastern Studies 264)

JWST 283 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Comparative Literature 333 and NES 233)

JWST 293 Judaism, Christianity and Islam in Comparative Perspective (also NES 293)

JWST 322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (also Near Eastern Studies 322)

JWST 332 Ancient Near Eastern Literature (also Near Eastern Studies 332)

JWST 340 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also Near Eastern Studies 320 and Religious Studies 340) @ #

JWST 346 Jews of Arab Lands (also NES 346)

JWST 348 Varieties of Judaism in the Graeco-Roman World (also Near Eastern Studies 348 and Religious Studies 348)

JWST 361 Interconnections in the Eastern Mediterranean World in Antiquity (also Near Eastern Studies 361)

JWST 366 The History and Archaeology of the Ancient Near East (also Archeology 310 and Near Eastern Studies 366)

JWST 383 Seminar in Medieval Hebrew Literature: The Short Story (also Near Eastern Studies 303)

JWST 384 Seminar in Medieval Hebrew Literature: The Novel (also NES 304)

JWST 400 Seminar in Advanced Hebrew (also NES 400) @

JWST 402 Seminar in Hebrew Literature and Poetics (also Near Eastern Studies 402)

JWST 420 Readings in Biblical Hebrew Prose (also NES 420, RELST 420) @ #

JWST 421 Readings in Biblical Hebrew Poetry (also Near Eastern Studies 421 and Religious Studies 423)

JWST 428 Medieval Hebrew Biblical Exegesis (also Near Eastern Studies 428)

JWST 450 Undergraduate Seminar in Recent American History: Benjamin N. Cardozo and the American Judicial Tradition (also History 440)

JWST 478 Jewish-American Writing (also English 479)

JWST 482 Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics (also Near Eastern Studies 432)

JWST 627 The Song of Songs (also Near Eastern Studies 627 and Religious Studies 627)

**John S. Knight Writing Program**

The director of the John S. Knight Writing Program is Jonathan Monroe, associate professor in the Department of Comparative Literature and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of Freshman Writing Seminars. The program's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (Writing Workshop), K. Hjortshoj (Writing Workshop), B. LeGenre (Writing Workshop), J. Martin (Writing Workshop), G. Matassarini (Writing Workshop), J. Pierpont (Writing Workshop).

The John S. Knight Writing Program helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for freshmen and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

**Advanced Writing Seminars**

For upperclass students, the program collaborates with the Department of English in offering English 288-89, "Expository Writing." This course helps students write with more confidence and skill in all disciplines, while provoking inquiry into particular areas of study, forms or uses of writing, or topics intimately related to the written medium. Students may choose among a variety of sections focusing on such themes as "Writing about the Social World," "Writing in the Humanities," "Issues and Audiences," "Understanding the News," and "The Languages of Science."

**Freshman Writing Seminars**

For freshmen the program offers the freshman writing seminars—more than 155 different courses in the humanities, social sciences, expressive arts, and sciences. Freshman writing seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. These seminars teach writing within a field while offering freshmen the opportunity to participate in a small seminar. Although they differ widely in content, all seminars adhere to the following requirements:

- 1) at least eight—and, at most, about fourteen—completed, formal written assignments, totaling a minimum of thirty pages.
- 2) opportunities for serious rewriting, not mere editing, of essays (some of these rewriting assignments may satisfy the above requirement).
- 3) ample classroom time spent on work directly related to writing.
- 4) reading assignments in the course subject that are small enough—maximum about 75 pages per week—to permit regular, concentrated work on writing.
- 5) individual conferences, usually at least two a semester.

Offerings change from semester to semester. Each term's freshman writing seminars are described in a brochure available from college registrars.

To ensure that students will enjoy the benefits of small writing classes, freshman writing seminars are limited to no more than seventeen students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars. Over ninety percent receive one of their top three choices. In the fall, students may change their writing seminars at the

Freshman Writing Seminar Exchange; and in the spring, students may change their writing seminars at the University Course Exchange. Changes can also be made at special Freshman Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the program accept freshman writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "freshman writing," "oral and written expression," and the like. The program does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two freshman writing seminars. Architecture students, however, need only one. Hotel students fulfill their requirement through Hotel Administration 165, which should be taken with Hotel Administration 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take freshman writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Writing Program or the Department of English is necessary. How these credits may be applied to freshman writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture and Fine Arts students, may apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a freshman writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level freshman writing seminars: English 270, 271, and 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to freshman writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one thirty-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a freshman writing seminar to satisfy part of their writing requirement. The

John S. Knight Writing Program must approve all such petitions in advance.

Although Cornell "summer writing program" seminars may fulfill college writing requirements, they do not automatically count toward those requirements. Students who have taken these courses must ask their college registrars to assign the credits in the appropriate categories.

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

### Teaching Writing

Each summer and fall, the program offers instruction in the teaching of writing to new staff members in the freshman writing seminars and other interested instructors. Teaching Writing I, offered in the summer, is primarily a course for graduate students; the same course is offered in the fall as Teaching Writing II. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

### Writing Workshop

The John S. Knight Writing Program offers Workshops in English Composition for freshmen (or transfer students needing writing credit) through the Writing Workshop. These tutorials in English composition are designed for students who have had little training in composition or who have serious difficulty with writing assignments.

Writing 137 and 138 are graded S-U only, and students receiving a grade of S are normally granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The workshop also offers a walk-in service (see below) to help students with problems in essay writing. The director is Joe Martin, senior lecturer in the Writing Workshop. The workshop offices are in 174 Rockefeller Hall, 255-6349.

### The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

### WRIT 137-138 Workshops in English Composition

137, fall; 138, spring. 3 credits each term. Each section limited to 12 students. S-U grades only.

Hours to be arranged. J. Martin and staff. An intensive writing experience, this course is designed for those whose composition skills need extra attention. In class discussion, students respond to each other's work and analyze brief additional readings. The average

weekly syllabus includes small classes, a tutorial with the instructor, and a paper plus revision. Each section of this course is individually shaped to respond to the needs of students in that particular class.

### Latin American Studies

Lourdes Benería, Robert Blake, David Block, Debra Castillo, Carlos Castillo-Chavez, Maria Cook, David Cruz de Jesus, Tom Davis, Eleanor Dozier, Gary Fields, William Goldsmith, Jere Haas, Jean-Pierre Habicht, John Henderson, Thomas Holloway, Zulma Iguina, Billie Jean Isbell, Steven Jackson, Teresa Jordan, John Kronik, Steven Kyle, David R. Lee, Antonio Monegal, Luis Morató, Craig Morris, Jura Oliveira, José Piedra, Thomas Poleman, Alison Power, Mary Roldan, Jeannine Routier-Pucci, Diva Sanjur, Roberto Sierra, Joseph M. Stycos, J. Margarita Suñer, David H. Thurston, Jonathan Tittler, Armand VanWambeke, Hector Vélez, Lawrence Williams, Frank Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Undergraduate students may arrange an independent major in Latin American studies, and graduate students may pursue a minor in Latin American studies while majoring in the graduate field of their choice. The College of Arts and Sciences offers Latin American studies courses in anthropology, economics, government, history, and sociology. In addition, there is a varied language, literature, and linguistics curriculum in Spanish, Portuguese, and Quechua. The student may also pursue Latin American studies in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Human Ecology; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345 or 190 Uris Hall.

### Law and Society

P. Hyams, director, 307 McGraw Hall, 255-2076, C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), S. Jasanoff (science and technology studies), M. Katzenstein (government), D. B. Lyons (philosophy), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near Eastern studies), J. Rabkin (government), L. Scheinman (government)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. In addition, undergraduates in the College of Arts and Sciences can major in law and society through the Independent Major Program. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Such a program should ordinarily include at least four courses from the following list. Other courses may be substituted with the approval of the adviser.

**AS&RC 280 Racism in American Society**

**ANTHR 385 Sex, Morality, and the Law**  
(also Women's Studies 385)

**COM L 324 Law and Religion in the Bible**  
(also Religious Studies 324)

**COM L 326 Christianity and Judaism**

**COM L 328 Literature of the Old Testament** (also Religious Studies 328)

**ECON 304 Economics and the Law**

**ECON 354 Economics of Regulation**

**GOVT 307 Law and Social Change**

**GOVT 313 The Nature, Functions, and Limits of Law**

**GOVT 314 Freedom of Expression**

**GOVT 323 The "Fourth" Branch**

**GOVT 324 Legal Reasoning and Legal Adoption**

**GOVT 327 Civil Liberties in the United States**

**GOVT 328 Constitutional Politics: The United States Supreme Court**

**GOVT 364 Liberty, Equality, and the Social Order**

**GOVT 389 International Law**

**GOVT 407 Law, Science, and Public Values**

**GOVT 412 Voting and Political Participation**

**GOVT 414 The Administrative State**

**GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism**

**GOVT 457 Comparative Public Law: Legal Controls on Government in Europe and America**

**GOVT 489 International Law and Regime Development**

**HIST 210 Supreme Court and Civil Liberties**

**HIST 275 Crime and Punishment: From the Puritans to Mickey Spillane**

**HIST 318 American Constitutional Development**

**HIST 336 Capitalism and Society in the U.S.**

**HIST 368 Marriage and Sexuality in Medieval Europe**

**HIST 430 Law and Authority in American Life**

**HIST 436 Conflict Resolution in Medieval Europe**

**HIST 437 Sexuality, Society, and the State in the Near East**

**NES 357 Islamic Law and Society**

**PHIL 242 Social and Political Theory**

**PHIL 319 Philosophy of Marx**

**PHIL 342 Law, Society, and Morality**  
(also Law 666)

**PHIL 343 Political Obligation and Civil Disobedience** (also Law 676)

**PHIL 346 Modern Political Philosophy**

**PHIL 444 Contemporary Legal Thought**  
(also Law 710)

**PHIL 446 Topics in Social and Political Philosophy**

**PSYCH 265 Psychology and Law**

**SOC 310 Sociology of War and Peace**

**SOC 348 Sociology of Law**

**WOMNS 372 Sex Discrimination in Law and Social Policy**

**B&SOC 406 Biotechnology, Society, and Law**

**B&SOC 407 Law, Science, and Public Values**

**B&SOC 426 The Social Functions of Law and Medicine**

**AGEC 320 Business Law I**

**CRP 451 Environmental Law**

**CRP 480 Environmental Politics**

**CRP 656 Land Resources Protection Law**

**CEE 524 Contemporary Issues in Environmental Law and Policy**

**CEE 525 Environmental Law I**

**CE&H 465 Consumers and the Law**

**ILR 607 Arbitration and Public Policy**

**ILR 680 Problems in Union Democracy**

**NTRES 401 Environmental and Natural Resources Policies**

### Medieval Studies

Danuta Shanzer, director; B. B. Adams, F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, E. W. Browne, R. G. Calkins, A. M. Colby-Hall, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, P. R. Hyams, J. H. Jasanoff, J. J. John, C. V. Kaske, W. J. Kennedy, N. Kretzmann, J. R. McRae, M. Migiel, J. M. Najemy, C. A. Peterson, J. R. Piggott, D. S. Powers, D. M. Randel, S. Senderovich, W. Wetherbee

Undergraduates interested in Medieval Studies have an opportunity to take courses in the following areas of instruction: medieval Hebrew, Arabic, and Latin; Old English, Middle English, and Old Irish; Old Provençal and medieval French; medieval Spanish and Italian; Old Saxon, Old High German, Middle High German, Gothic, and Old Norse; Old Russian and Old Church Slavonic; comparative literature; medieval archaeology, art, and architecture; medieval history; Latin paleography; medieval philosophy; musicology; comparative Slavic linguistics, comparative Romance linguistics, and comparative Germanic linguistics.

Undergraduates who want to undertake an independent major or a concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall.

Information for prospective graduate students is contained in the catalog of the Graduate School and in a brochure on Medieval Studies, which can be obtained from the director.

### Graduate Seminars

Courses in various aspects of medieval studies are offered each year in numerous cooperating departments, including Classics, Comparative Literature, English, History, History of Art, Modern Languages and Linguistics, German Studies, Romance Studies, Russian Literature, Music, Asian Studies, Near Eastern Studies, and Philosophy, and by the Society for the Humanities. An up-to-date listing of courses and their descriptions is available at the Medieval Studies office.

### Modern European Studies Concentration

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of at least one course in each of the three areas listed below:

#### a) *European Politics, Society and Economics*

|           |   |
|-----------|---|
| Anthr 350 | Anthropology of Europe                                |
| Econ 367  | Comparative Economic Systems: Soviet Union and Europe |
| Econ 370  | Socialist Economies in Transition                     |
| Govt 325  | Eastern European Politics                             |
| Govt 332  | Western European Politics                             |
| Govt 338  | European Political Development                        |
| Govt 342  | The New Europe  |
| Govt 350  | Comparative Revolutions                               |
| Soc 366   | Transitions from State Socialism                      |

#### b) *Modern European History*

|          |  |
|----------|--|
| Hist 242 | Europe since 1789 #                              |
| Hist 353 | Nineteenth-Century European Intellectual History |
| Hist 354 | Twentieth-Century European Intellectual History  |
| Hist 362 | European Cultural History 1815-1870 #            |
| Hist 363 | European Cultural History 1870-1945              |
| Hist 383 | Europe 1900-1945                                 |
| Hist 384 | Europe 1945-68                                   |
| Hist 385 | Europe 1968-1990                                 |

c) *Humanities*

Any general course dealing with modern Europe (19th and 20th centuries) in one of the following departments: Comparative Literature, English, German Studies, History of Art, Music, Philosophy, Romance Studies, Theatre Arts. Examples of such courses include:

|            |   |
|------------|---|
| Arth 260   | Introduction to Art History: The Modern Era |
| Arth 361   | Nineteenth-Century European Art #           |
| COML 202   | Great Books                                 |
| COML 364   | The European Novel                          |
| Music 108  | Bach to Debussy #                           |
| Music 274  | Opera #                                     |
| Music 383  | Music of the Nineteenth Century #           |
| Phil 212   | Modern Philosophy #                         |
| Theatr 241 | Introduction to Western Theatre II #        |

Under certain conditions, it may be possible to substitute other courses for those listed above.

## 3) Three additional courses in any of the three areas.

- a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.
- b) Courses in modern European history (post-1789).
- c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

For a list of relevant courses and seminars, departmental advisers, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592).

**Religious Studies**

B. B. Adams, director; C. M. Arroyo, R. A. Baer Jr., K.-e. Barzman, J. P. Bishop, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, J. Fajans, J. W. Gair, D. Gold, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, L. H. Kant, C. V. Kaske, S. T. Katz, A. T. Kirsch, N. Kretzmann, J. M. Law, D. Mankin, K. S. March, J. McRae, C. Minkowski, R. L. Moore, P. Morewedge, D. I. Owen, L. Peirce, J. R. Piggott, D. S. Powers, D. M. Randel, G. Rendsburg, J. S. Rusten, P. S. Sangren, S. Saraydar, D. R. Shanzer, J. T. Siegel, T. A. Sokol, M. Washington, A. Wood

The program in Religious Studies is designed to meet the needs of three classes of students: those seeking interesting courses on religious topics as free electives or to fulfill distribution requirements; those desiring a more systematic exposure to the study of religion as a major component of their liberal arts experience; and those planning to pursue advanced academic work in religious studies or allied disciplines or subdisciplines (e.g., history of religions, anthropology, religion and literature, religion and psychology, ethics, or theology, as well as certain geographical area studies). To all these students the program offers an opportunity to acquire a fuller understanding and appreciation of one of the most fundamental aspects of human thought and behavior.

**The Major in Religious Studies**

To graduate as a major in Religious Studies a student must (1) complete with letter grades the program's two core courses, Religious Studies 101 (Understanding the Religions of the World) and Religious Studies 449 (History and Methods of the Academic Study of Religion); and (2) complete with letter grades eight additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's eight additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (Asian Studies 250) might lead a student to take "The Religious Traditions of India" (Asian Studies 351), and then to combine these with the two "Medieval Culture" courses (History 365 and 366). Or a student might take four unrelated courses such as "Introduction to the Bible" (Near Eastern Studies/Jewish Studies 223), "Religion and Reason" (Philosophy 263), "Myth, Ritual, and Symbol" (Anthropology 320), and "Islamic History: 1258-1914" (Near Eastern Studies 258) to gain a sense of the range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these eight additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Indian Meditation Texts" (Asian Studies 460) or "Classical Indian Philosophical Systems" (Asian Studies/Classics 395) to

acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (Asian Studies 358) or "Japanese Buddhism" (Asian Studies 359), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign-language proficiency requirement may not be applied to the course requirements described under 2a and 2b.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 309 Rockefeller Hall.

Given the multidisciplinary character of the program in Religious Studies, it is especially important for a prospective major to select a faculty adviser early on. A current list of advisers is available from the program director. Once an adviser has been selected, a student is expected to prepare a brief statement outlining his or her intended course of major study (including study of an appropriate foreign language) and to file it with the program director for review by the faculty committee responsible for overseeing the program.

**The Major with Honors in Religious Studies**

To be eligible for honors in Religious Studies, a student must maintain a GPA of 3.0 overall and 3.3 in courses other than language courses used to satisfy requirements for the major. In addition, he or she must enroll in Religious Studies 490 or 491 (Directed Study) and Religious Studies 495 (Honors Thesis), usually in the fall and spring of the senior year, respectively. Each course carries four credits but only the first may be counted as one of the eight additional courses required for the major. Religious Studies 490, 491, and 495 are supervised by cooperating faculty members assigned to individual honors students or small groups of honors students to help them complete substantial independent projects. These projects will be evaluated by the Religious Studies Honors Committee, which is responsible for awarding honors and determining the degree of honors awarded.



## Courses Approved for the Major Sponsored by Religious Studies

### RELST 101 Understanding the Religions of the World @#

Spring. 3 credits.

M W F 1:25. D. Gold and others.  
A team-taught introduction to the contemporary study of religion and the religious traditions of the world. Topics covered include personal piety, mysticism, myth, development of religious institutions, and growth of scriptural canon. Required for majors in Religious Studies.

### RELST 260 Knowledge and the Sacred in Small-Scale Societies @

Summer. 3 credits. Enrollment limited to 20.  
M-F 1:00-2:15. S. Saraydar.

In our quest for ever greater technological sophistication, have we forgotten the sacred knowledge that guided our ancestors? Could this knowledge help us develop a vision of life that reaches beyond the seductive marvels of the industrialized world? We seek to answer such questions by examining religious philosophy and experience in selected small-scale societies of the past and present in North and South America, Australia, Africa, and Asia, with examples from the Navajo, Sioux, Bororo, Aranda, Azande, Zulu, Kung, Chuckchee, Senoi, and other peoples. Comparisons are made with "pagan" religions of Europe as well as contemporary "world" religions.

### RELST 449 History and Methods of the Academic Study of Religion

Fall. 4 credits. Prerequisite: completion of or concurrent enrollment in a course (other than a language course) approved for the major in Religious Studies. Permission of instructor required.

Time to be arranged. J. M. Law.  
Designed to provide a working familiarity with major methodological issues in the academic study of religion. The first half explores nineteenth-century *Religionswissenschaft* as a nonsectarian, academic approach to religious phenomena and texts. The second half surveys approaches currently in use, with illustrative readings associated with anthropology, hermeneutics, history, history of religions, literary studies, phenomenology, philosophy, sociology, and theology. Required for majors in Religious Studies.

### RELST 490-491 Directed Study

490, fall; 491, spring. 2-4 credits each term.

Hours to be arranged. Staff.

### RELST 495 Honors Essay

Fall or spring. 4 credits.

Hours to be arranged. Staff.

## Courses Approved for the Major Sponsored by Other Units

The following courses offered by cooperating departments are all approved for the major in Religious Studies. For descriptions see the appropriate department listings. It is possible to register for some of these courses under a Religious Studies designation; for details see the program director, Professor Barry Adams, Department of English, 309 Rockefeller Hall.

### ANTHR 320 Myth, Ritual, and Symbol @

Spring. 3 or 4 credits. To receive 4 credits, a student must take a section (to be arranged).  
J. Fajans.

### ANTHR 322 Magic, Myth, Science, and Religion @

Fall. 4 credits.

A. T. Kirsch.

### [ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft @

Spring. 4 credits. Not offered 1994-95.

D. H. Holmberg.]

### [ANTHR 443 Religion and Ritual in Chinese Society @

Fall. 4 credits. Not offered 1994-95.

P. S. Sangren.]

### ART H 230 Monuments of Medieval Art #

Spring. 3 credits.

R. G. Calkins.

### ART H 332 Architecture in the Middle Ages #

Fall. 4 credits.

R. G. Calkins.

### ART H 335 Gothic Art and Architecture #

Spring. 4 credits.

R. G. Calkins.

### [ART H 336 Prelude to the Italian Renaissance #

Fall. 4 credits. Not offered 1994-95.

R. G. Calkins.]

### [ART H 337 The Medieval Illuminated Book #

Fall. 4 credits. Not offered 1994-95.

R. G. Calkins.]

### ART H 531 Problems in Medieval Art and Architecture #

Fall. 4 credits.

R. G. Calkins.

Topic for 1994-95: Methods of Medieval Architectural History.

### ASIAN 250 Introduction to Asian Religions @#

Spring. 3 credits.

J. McRae.

### ASIAN 351 The Religious Traditions of India @#

Spring. 4 credits.

D. Gold.

### [ASIAN 354 Indian Buddhism @#

Spring. 4 credits. Not offered 1994-95.

C. Minkowski.]

### [ASIAN 355 Japanese Religions @

Spring. 4 credits. Not offered 1994-95.

J. M. Law.]

### [ASIAN 357 Chinese Religions @#

Fall. 4 credits. Not offered 1994-95.

J. McRae.]

### ASIAN 358 Chinese Buddhism @#

Fall. 4 credits

J. McRae.

### [ASIAN 359 Japanese Buddhism @#

Spring. 4 credits. Not offered 1994-95.

J. M. Law.]

### ASIAN 395 Classical Indian Philosophical Systems @#

Fall. 4 credits.

C. Minkowski.

### [ASIAN 421 Religious Reflections on the Human Body @

Fall. 4 credits. Not offered 1994-95.

J. M. Law.]

### [ASIAN 440 Meditation Schools of East Asian Buddhism @#

Spring. 4 credits. Not offered 1994-95.

J. McRae.]

### [ASIAN 460 Indian Meditation Texts @#

Spring. 4 credits. Not offered 1994-95.

D. Gold.]

### [CLASS 202 The Greek New Testament #

Spring. 3 credits. Not offered 1994-95.

J. S. Rusten.]

### [CLASS 237 Greek Religion and Mystery Cults #

Spring. 3 credits. Not offered 1994-95; next offered 1996-97.

K. Clinton.]

### [CLASS 333 Greek and Roman Mystery Cults and Early Christianity #

Spring. 4 credits. Not offered 1994-95; next offered 1995-96.

K. Clinton.]

### CLASS 357 Greek Sanctuaries and Pausanias #

Fall. 3 credits.

K. Clinton and J. Coleman.

### CLASS 433 Greek Mystery Cults #

Spring. 4 credits. Prerequisite: one term of 300-level Greek or permission of instructor.

K. Clinton.

### [CLASS 468 Augustine's Confessions #

Fall. 4 credits. Not offered 1994-95.

D. R. Shanzer.]

### [COM L 324 Law and Religion in the Bible #

Fall. 4 credits. Not offered 1994-95.

C. M. Carmichael.]

### [COM L 326 Christianity and Judaism #

Spring. 4 credits. Not offered 1994-95.

C. M. Carmichael.]

### COM L 328 Literature of the Old Testament @#

Fall. 4 credits.

C. M. Carmichael.

### [COM L 358 Literature and Religion: The Nature of the Mystic Text #

Fall. 4 credits. Not offered 1994-95.

C. M. Arroyo.]

### COM L 421 Old Testament Seminar @#

Fall. 4 credits. Limited to 20 students.

C. M. Carmichael.

### COM L 426 New Testament Seminar #

Spring. 4 credits. Limited to 20 students.

C. M. Carmichael.

### COM L 429 Readings in the New Testament #

Fall. 4 credits. Limited to 25 students.

J. P. Bishop.

### HIST 263 The Earlier Middle Ages #

Spring. 4 credits.

J. J. John.

### HIST 345 Intellectual and Cultural Life of Nineteenth-Century Americans #

Fall. 4 credits.

R. L. Moore.

### [HIST 365 Medieval Culture, 400-1150 #

Spring. 4 credits. Prerequisite: History 263 or instructor's permission. Not offered 1994-95.

J. J. John.]

**HIST 366 Medieval Culture, 1100-1300 #**

Spring. 4 credits. Prerequisite: History 264 or instructor's permission.  
J. J. John.

**NTRES 407 Religion, Ethics, and the Environment**

Spring. 4 credits.  
R. A. Baer Jr.

**NTRES 611 Seminar in Environmental Ethics**

Fall. 3 credits. Open to juniors and seniors with instructor's permission.  
R. A. Baer Jr.  
Topic for 1994-95: Animal Welfare/Rights.

**[NES 122 Introduction to the Classics of Jewish Literature #**

Spring. 3 credits. Not offered 1994-95.  
D. Regenspan.]

**[NES 152 Introduction to Islam: Religion, Society and Politics #**

Spring. 3 credits. Not offered 1994-95.  
D. Powers.]

**NES 197 Introduction to Near Eastern Civilization @ #**

Fall. 3 credits.  
R. Brann.

**[NES 198 Introduction to Near Eastern Civilization @ #**

Spring. 3 credits. Not offered 1994-95.  
R. Brann.]

**NES 223 Introduction to the Bible @ #**

Fall. 3 credits.  
G. Rendsburg.

**[NES 227 Introduction to the Prophets @ #**

Spring. 3 credits. Not offered 1994-95.  
G. Rendsburg.]

**[NES 228 Genesis @ #**

Spring. 3 credits. Not offered 1994-95.  
G. Rendsburg.]

**NES 246 Seminar in Jewish Mysticism #**

Spring. 3 credits.  
S. T. Katz.

**NES 247 Introduction to Jewish Art and Archeology**

Fall. 3 credits.  
L. H. Kant.

**NES 248 Introduction to Classical Jewish History #**

Fall. 3 credits. Limited to 50 students.  
S. T. Katz.

**NES 251 Introduction to Islam: Religion, Politics and Society #**

Spring. 3 credits.  
P. Morewedge.

**[NES 257 Islamic History: 600-1258 @ #**

Fall. 3 credits. Not offered 1994-95.  
D. Powers.]

**[NES 258 Islamic History: 1258-1914 @ #**

Spring. 3 credits. Not offered 1994-95.  
L. Peirce.]

**[NES 263 Introduction to Biblical History and Archaeology @ #**

Spring. 3 credits. Not offered 1994-95.  
D. I. Owen.]

**NES 281 Gender and Society in the Muslim Middle East @ #**

Spring. 3 credits.  
L. Peirce.

**NES 296 Mystery Cults, Mythologies, and Religions of Iran @ #**

Fall. 3 credits.  
P. Morewedge.

**NES 324 History of Early Christianity: Jesus to Augustine #**

Fall. 4 credits.  
L. H. Kant.

**NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society @ #**

Fall. 3 credits.  
R. Brann.

**[NES 340 Judaism and Christianity: A Historical and Theological Encounter #**

Spring. 4 credits. Limited to 20 students. Not offered 1994-95.  
S. T. Katz.]

**NES 351 Introduction to Islamic Law @ #**

Spring. 4 credits. Limited to 20 students.  
D. Powers.

**NES 393 Religion and Politics in the Middle East @**

Fall. 4 credits. Limited to 25 students.  
M. Litvak.

**NES 418/618 Seminar in Islamic History: Muhammed and the Rise of Islam @ #**

Fall. 4 credits. Limited to 20 students.  
D. Powers.

**[NES 420 Readings in Biblical Hebrew Prose @ #**

Spring. 4 credits. Not offered 1994-95.  
G. Rendsburg.]

**[NES 421 Readings in Biblical Hebrew Poetry @ #**

Spring. 4 credits. Not offered 1994-95.  
G. Rendsburg.]

**[NES 428 Medieval Hebrew: Biblical Exegesis @ #**

Spring. 4 credits. Not offered 1994-95.  
R. Brann.]

**[NES 627 The Song of Songs**

Fall. 4 credits. Graduate level or permission of instructor. Not offered 1994-95.  
G. Rendsburg.]

**[PALI 131-132 Introduction to Pali: The Word of the Buddha**

131 fall; 132 spring. 3 credits each term. Not offered 1994-95.  
J. W. Gair.]

**PHIL 213 Existentialism**

Fall. 4 credits.  
A. Wood.

**PHIL 214 Philosophical Issues in Christian Thought #**

Spring. 4 credits.  
N. Kretzmann.

**PHIL 263 Religion and Reason**

Fall. 4 credits.  
N. Kretzmann.

**Russian and East European Studies Major**

Janet Mitchell, G. J. Staller (Economics); S. Beck (Field and International Studies Program); I. Ezergailis, D. Bathrick (German Studies); V. Bunce, M. Rush, S. Tarrow (Government); W. M. Pintner (History); U. Bronfenbrenner (emeritus, Human Development and Family Studies); P. Carden, G. Gibian, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro (Russian Literature); W. Browne, R. L. Leed, S. Paperno (Slavic linguistics); D. Stark (Sociology); J. Devenyi (Theatre Arts).

The major in Russian and East European studies has the following requirements:

- 1) Proficiency in Russian or an East European language with one additional advanced (300-level) language or literature course, **OR** qualification in an East European language **and** qualification in another language useful for research in the area.\*
- \*These requirements, in the case of some languages, may require study abroad or coursework completed at another institution.
- 2) At least one course relating to Russia or Eastern Europe, at the 200 level or above, in four of the following five departments: Government, Economics, History, Russian Literature and Sociology. Appropriate courses offered in other departments may be substituted for one of the above courses with the consent of the major adviser.
- 3) At least three additional courses at the 300 level or above, all from one of the following three departments: Government, History (within the History Department courses may be at the 250 level or above), or Russian Literature. One of the three courses must be at the 400 level or above. The three courses must be approved by the major advisor in the department of concentration.

To apply for the major, students are directed to the Institute for European Studies (Slavic and East European Studies Program), 120 Uris Hall. Students should designate an adviser in the department where his or her work will be concentrated. Students are encouraged to study abroad and should discuss their plans with their advisers. For questions concerning the major or the Honors Program, students should consult with their major adviser or inquire at the Institute for European Studies.

**Honors Program in Russian and East European Studies**

- I. Students entering the Russian and East European Studies Major Honors Program must have a cumulative average of at least 3.0, no grade below a B in courses connected with the major, and a cumulative average inside the major of at least 3.5. Each student will form a special honors committee consisting of their major adviser and two other faculty members not necessarily from the Russian and East European area.
- II. Honors candidates must complete an honors thesis project during the senior year. The topic should be developed and approved in consultation with their major adviser. Part of the research should

include sources in Russian or an Eastern European language.

- III. Students may earn a total of eight credits for the courses in the honors program and should register for the appropriate number in the department of their major adviser.
- IV. Ordinarily, in the first term of the senior year, students who meet the prerequisites will do independent research and reading in a particular area under supervision of their major adviser.
- V. In the second term of the senior year students will complete the honors project by a date set by the Slavic and East European Studies Program. Students should keep their committee members informed as their work progresses. Students will meet together with their whole honors committee to discuss the draft of the thesis or project and make recommendations for revision. When the project is completed, the committee will decide whether the project deserves honors, and, if so, after reviewing their academic record, will recommend students for a Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude*. The committee will also assign a grade for the honors research course.

#### Courses

**[COM L 337 Modern and Contemporary Theatre (also Theatre Arts 335)]**

Spring. 4 credits. Not offered 1994-95.  
J. Devenyi.]

**COM L 367 The Russian Novel (also Russian Literature 367)**

Fall. 4 credits.  
M W F 11:15-12:05. G. Gibian.

**[COM L 381 Marxist Cultural Theory (also German Literature 381 and Government 372)]**

4 credits. Not offered 1994-95.]

**COM L 385 Reading Nabokov (also Russian Literature 385 and English 379)**

Fall. 4 credits. Limited to 25.  
T R 2:55-4:10. M. Scammell.

**[COM L 389 Modern Literature in Poland, Czechoslovakia, Hungary, and Yugoslavia (also Russian Literature 389)]**

Fall. 4 credits. Not offered 1994-95.  
G. Gibian.]

**COM L 425 The Jew's Body (also Comparative Literature 625, German Studies 422/622 and Jewish Studies 422/622)**

Spring. 4 credits. Readings will be primarily in English, though knowledge of another language (such as Hebrew and Yiddish or languages of the European Diaspora, such as German, Italian, French, Russian, Polish, etc.) could be helpful in certain contexts.  
T 12:20-2:15. S. Gilman.

**[COM L 690 Marxism and Contemporary Theory]**

4 credits. Not offered 1994-95.]

**CZECH 131-132 Elementary Czech**

131, fall; 132, spring. 3 credits.  
J. Josek.

**CZECH 133-134 Continuing Czech**

133, fall; 134, spring. 3 credits.  
J. Josek.

**[ECON 329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian Literature 329)]**

Fall. 4 credits. Not offered 1994-95.  
G. Staller, M. Rush, G. Gibian.]

**ECON 366 The Economies of Central Europe and of the Former Soviet Union: from Central Planning to Markets**

Fall or spring. 4 credits.  
G. Staller.

**ECON 367 Comparative Economic Systems: East and West**

Fall or spring. 4 credits.  
G. Staller.

**ECON 370 Socialist Economies In Transition**

Fall or spring.  
J. Mitchell.

**ECON 381 Economics of Participation and Workers' Management**

Fall or spring. 4 credits.  
J. Vanek.

**ECON 382 The Practice and Implementation of Self-Management**

Fall or spring. 4 credits.  
J. Vanek.

**ECON 681 Economics of Participation and Self-Management**

Fall or spring. 4 credits.  
J. Vanek.

**ECON 682 Seminar on Economics of Participation and Labor-Managed Systems**

Fall or spring. 4 credits.  
J. Vanek.

**[GERST 376 Contemporary Soviet Latvian Literature]**

Fall. 4 credits. Taught in Latvian. Not offered 1994-95.  
I. Ezergailis.]

**[GERST 377 Baltic Literature]**

Fall. 4 credits. Not offered 1994-95.  
I. Ezergailis.]

**[GERST 381 Marxist Cultural Theory (also Comparative Literature 381 and Government 372)]**

4 credits. Not offered 1994-95.]

**[GOVT 100.8 Power and Politics: The New Eastern Europe]**

4 credits. Not offered 1994-95.  
T R 11:40-12:55. V. Bunce.]

**GOVT 231 Introduction to Comparative Government and Politics**

Spring. 4 credits.  
M. Minkenberg.

**[GOVT 325 Government and Politics of Eastern Europe]**

4 credits. Not offered 1994-95.]

**[GOVT 326 Eastern Europe Today: Economics, Government, Culture]**

4 credits. Not offered 1994-95.]

**[GOVT 330 The Soviet Union: Politics, Economics, and Culture]**

Not offered 1994-95.]

**[GOVT 333 Government and Politics of the Former Soviet Union]**

4 credits. Not offered 1994-95.]

**[GOVT 337 Marxism, Communism and Revolution]**

4 credits. Not offered 1994-95.]

**GOVT 342 The New Europe**

Spring. 4 credits.  
T R 2:55-4:10. P. Katzenstein.

**GOVT 350 Comparative Revolutions**

Spring. 4 credits.  
M W F 1:25-2:15. S. Tarrow.

**[GOVT 359 Soviet Foreign Policy]**

4 credits. Not offered 1994-95.]

**[GOVT 376 Rethinking Marx]**

4 credits. Not offered 1994-95.]

**[GOVT 397 The United States and Russia]**

4 credits. Not offered 1994-95.]

**[GOVT 399 International Relations in the Former Soviet Union]**

Fall. 4 credits. Not offered 1994-95.]

**[GOVT 446 Comparative Communism]**

4 credits. Not offered 1994-95.]

**[GOVT 481 Foreign Policy of the U.S.S.R.]**

4 credits. Not offered 1994-95.]

**[GOVT 486 International Security: Soviet Security Policy]**

4 credits. Not offered 1994-95.]

**[GOVT 491 Superpower Security and Third World Conflicts]**

4 credits. Not offered 1994-95.]

**GOVT 637 Peasantry, State, and Revolutionary Socialism**

4 credits. Not offered 1994-95.]

**[GOVT 639 Politics of the Soviet Union]**

Fall. 4 credits. Not offered 1994-95.]

**[GOVT 642 The Future of European Security]**

4 credits. Not offered 1994-95.]

**[GOVT 646 Issues in State Socialism]**

Not offered 1994-95.]

**[GOVT 657 Comparative Democratization]**

4 credits. Not offered 1994-95.]

**GOVT 660 Social Movements, Collective Action, and Reform**

Fall. 4 credits.  
M 4:30-6:30. S. Tarrow.

**[GOVT 669 Modern Social Theory I]**

4 credits. Not offered 1994-95.]

**GOVT 670 Modern Social Theory II**

Spring. 4 credits.

**[HIST 218 The Russian Military Effort and Foreign Policy #]**

3 credits. Not offered 1994-95.  
W 12:20-2:15. W. Pintner.]

**[HIST 242 Europe Since 1789]**

4 credits. Not offered 1994-95.]

**[HIST 252 Russian History to 1800 #]**

4 credits. Not offered 1994-95.  
T R 10:10-11:25. W. Pintner.]

**HIST 253 Russian History Since 1800 #**

Spring. 4 credits.  
W. M. Pintner.

**[HIST 352 The End of the Austro-Hungarian Monarchy, 1848-1919]**  
4 credits. Not offered 1994-95.]

**HIST 383 Europe 1900-1945**  
Fall. 4 credits.

**[HIST 384 Europe, 1945-1968]**  
Fall. 4 credits. Not offered 1994-95.  
J. Weiss.]

**HIST 385 Europe in the 20th Century: 1968-1990**  
Spring. 4 credits.  
J. Weiss.

**[HIST 415 The United States and Russia, 1780-1914]**  
4 credits. Not offered 1994-95.]

**[HIST 464 Russian Social History]**  
Spring. 4 credits. Not offered 1994-95.  
W. M. Pintner.]

**[HIST 485 The Historical Origin of the Post-Soviet Successor States]**  
Spring. 4 credits. Not offered 1994-95.  
W. M. Pintner.]

**HIST 677 Seminar in Russian History**  
Spring. 4 credits.  
W 12:20-2:20. W. M. Pintner.

**HIST 678 Seminar in European Political History**  
Spring. 4 credits.  
J. Weiss.

**[HUNGR 131-132 Elementary Hungarian]**  
3 credits. Not offered 1994-95.]

**[ILRIC 331 Comparative Industrial Relations Systems: Non-Western Countries]**  
3 credits. Not offered 1994-95.]

**[ILRCB 606 Theories of Industrial Relations Systems]**  
3 credits. Not offered 1994-95.]

**NBA 583 Market Transitions in Eastern Europe**  
Fall. 3 credits.

**POLSH 131-132 Elementary Polish**  
131, fall; 132, spring. 3 credits each term.  
W. Browne.

**[POLSH 133-134 Continuing Polish]**  
133, fall; 134, spring. 3 credits each term. Not offered 1994-95.  
W. Browne.]

**[ROMAN 131-132 Elementary Romanian]**  
131, fall; 134, spring. 3 credits. Not offered 1994-95.]

**[ROMAN 133-134 Continuing Romanian]**  
133, fall; 134, spring. 3 credits. Not offered 1994-95.]

**RUSSA 103-104 Conversation Practice**  
103, fall; 104, spring. 2 credits each term.  
L. Paperno and staff.

**RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature**  
Fall or spring. 3 credits.  
Staff.

**RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces**  
Fall or spring. 3 credits.  
Staff.

**RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces**

Fall or spring. 3 credits.  
Staff.

**[RUSSL 108 Freshman Writing Seminar]**  
Fall or spring. 3 credits. Not offered 1994-95.  
Staff.]

**RUSSL 109 Russian Science Fiction**  
Spring. 3 credits.  
P. Burge.

**RUSSA 121-122 Elementary Russian**  
121, fall or summer; 122, spring or summer.  
4 credits each term.  
S. Paperno and staff.

**RUSSA 123 Continuing Russian**  
Fall. 4 credits.  
V. Tsimberov and staff.

**RUSSL 201-202 Readings in Russian Literature #**  
201, fall; 202, spring. G. Shapiro.  
3 credits each term.

**RUSSA 203-204 Intermediate Composition and Conversation**  
203, fall, spring, or summer; 204, spring.  
3 credits each term.  
L. Paperno and V. Tsimberov.

**RUSSA 205-206 Reading Russian Press**  
205, fall; 206, spring. 2 credits each term.  
Staff.

**RUSSA 207-208 Russian Phonetics for Beginners**  
207, fall; 208, spring. 2 credits.  
Staff.

**RUSSL 207 Themes from Russian Culture I #**  
Spring. 3 credits.  
M W F 2:30. G. Shapiro.

**[RUSSL 208 Themes from Russian Culture II]**  
Spring. 3 credits. Not offered 1994-95.  
M W F 1:25. G. Shapiro.]

**[RUSSA 301-302 Advanced Russian Grammar and Reading]**  
Not offered 1994-95.]

**RUSSA 303-304 Advanced Composition and Conversation**  
303, fall; 304, spring. 4 credits each term.  
L. Paperno, S. Paperno and V. Tsimberov.

**RUSSA 305-306 Directed Individual Study**  
305, fall; 306, spring. 2 credits each term.  
Staff.

**RUSSA 309-310 Advanced Reading**  
309, fall; 310, spring. 4 credits.  
L. Paperno.

**[RUSSL 331 Introduction to Russian Poetry #]**  
Fall. 4 credits. Not offered 1994-95.  
T R 2:55-4:10. S. Senderovich.]

**RUSSL 332 Russian Drama and Theatre (also Theatre Arts 332)**  
Fall. 4 credits. Not offered 1994-95.]

**[RUSSL 333 Twentieth-Century Poetry]**  
Spring. 4 credits. Not offered 1994-95.  
T R 11:40-12:55. N. Pollak.]

**RUSSL 334 The Russian Short Story #**  
Fall. 4 credits.  
T R 1:25-2:40. G. Gibian.

**[RUSSL 335 Gogol #]**  
Spring. 4 credits. Not offered 1994-95.  
Staff.]

**[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #]**  
Spring. 4 credits. Not offered 1994-95.  
P. Carden.]

**RUSSL 367 The Russian Novel #**  
Fall. 4 credits.  
M W F 12:20. G. Gibian.

**RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"**  
Spring. 4 credits.  
T R 1:25-2:40. M. Scammell.

**[RUSSL 369 Dostoevsky (also Comparative Literature 383)]**  
4 credits. Not offered 1994-95.]

**[RUSSL 371 Literature of the Third Wave]**  
Spring. 4 credits. Not offered 1994-95.  
M. Scammell.]

**[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also Compl 395) #]**  
Fall. 4 credits. Not offered 1994-95.  
S. Senderovich.]

**[RUSSL 375 Literature of the Soviet Period 1917-1945]**  
Fall. 4 credits. Not offered 1994-95.  
M. Scammell.]

**[RUSSL 376 Literature of the Soviet Period 1945-1985]**  
Spring. 4 credits. Not offered 1994-95.  
M. Scammell.]

**[RUSSL 379 The Russian Connection]**  
4 credits. Not offered 1994-95.]

**[RUSSL 380 Soviet Dissident Literature]**  
Fall. 4 credits. Not offered 1994-95.  
T R 1:25-2:40. M. Scammell.]

**RUSSL 385 Reading Nabokov (also Compl 385 and English 379)**  
Spring. 4 credits.  
T R 2:55-4:10. M. Scammell.

**[RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)]**  
4 credits. Not offered 1994-95.  
G. Gibian.]

**[RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)]**  
Fall. 4 credits. Not offered 1994-95.  
T R 1:25-2:40. G. Gibian.]

**[RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)]**  
Fall. 4 credits. Not offered 1994-95.  
G. Gibian and others.]

**RUSSL 393 Honors Essay Tutorial**  
Fall and spring. 8 credits.  
Hours to be arranged. Staff.  
Must be taken in two consecutive semesters in the senior year. Credit for the first semester will be awarded upon completion of the second semester. For information, please see the Director of Undergraduate Studies.



**[RUSSL 400 Reading the Great Tradition #**

Fall. 4 credits. Not offered 1994-95.  
T R 1:25-2:40. S. Senderovich.]

**[RUSSA 401-402 History of the Russian Language**

401, fall; 402, spring. 4 credits each term. Not offered 1994-95.  
Staff.]

**[RUSSA 403-[404] Linguistic Structure of Russian**

403, fall; [404, spring]. 4 credits. 404 not offered 1994-95.  
W. Browne.]

**[RUSSA 407-408 Russian Phonetics**

407, fall; 408, spring. Not offered 1994-95.]

**[RUSSA 409 Teaching Russian as a Foreign Language**

Fall or spring. 1 credit.  
S. Paperno.]

**[RUSSL 409 Russian Stylistics**

Fall. 4 credits. Not offered 1994-95.  
S. Senderovich.]

**[RUSSA 413-414 Advanced Conversation and Stylistics**

413, fall; 414, spring. 2 credits each term.  
L. Paperno, S. Paperno and V. Tsimberov.]

**[RUSSL 415 Postsymbolist Russian Poetry**

4 credits. Not offered 1994-95.]

**[RUSSL 431 Contemporary Russian Prose**

Spring. 4 credits.  
T R 2:55-4:10. M. Scammell.]

**[RUSSL 432 Pushkin #**

Spring. 4 credits. Not offered 1994-95.  
T R 11:40-12:55. G. Gibian.]

**[RUSSL 491 Reading Course: Russian Literature in the Original Language**

Fall or spring. 1 credit.  
Staff.]

**[RUSSL 492 Supervised Reading in Russian Literature**

Fall or spring. 1-4 credits each term.  
Hours to be arranged. Staff.]

**[RUSSL 498 Russian Symbolism**

4 credits. Not offered 1994-95.]

**[RUSSL 499 Research Modernism**

4 credits. Not offered 1994-95.]

**[RUSSL 600 Proseminar: Research Methodology in Russian Literature**

Fall. 4 credits. Not offered 1994-95.  
P. Carden.]

**[RUSSA 601 Old Church Slavonic**

Fall. 4 credits. Not offered 1994-95.  
W. Browne.]

**[RUSSA 602 Old Russian Texts**

Spring. 4 credits. Not offered 1994-95.  
W. Browne.]

**[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose**

Spring. 4 credits. Not offered 1994-95.  
T R 2:55-4:10. G. Gibian.]

**[RUSSL 611 Supervised Reading and Research**

Fall or spring. 2-4 credits.  
Staff.]

**[RUSSL 617 Russian Stylistics I**

Not offered 1994-95.]

**[RUSSL 618 Russian Stylistics II**

Not offered 1994-95.]

**[RUSSL 619 Seventeenth-Century Russian Literature**

Fall. 4 credits. Not offered 1994-95.  
W 3:35-5:35. G. Shapiro.]

**[RUSSL 620 Twentieth-Century Russian Poetry**

Spring. 4 credits. Not offered 1994-95.  
N. Pollak.]

**[RUSSL 621 Old Russian Literature**

Spring. 4 credits. Not offered 1994-95.  
T 4:15-6:15. S. Senderovich.]

**[RUSSL 622 Eighteenth-Century Russian Literature**

Spring. 4 credits. Not offered 1994-95.  
T 4:15-6:15. S. Senderovich.]

**[RUSSL 623 Early Nineteenth-Century Literature**

Not offered 1994-95.]

**[RUSSL 624 Russian Romanticism**

Spring. 4 credits.  
R 4:15-6:15. S. Senderovich.]

**[RUSSL 625 Russian Realism**

Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1994-95.  
W 3:30-5:30. P. Carden.]

**[RUSSL 626 The Tradition of Russian Poetry**

Spring. 4 credits. Not offered 1994-95.  
F 2:30-4:30. N. Pollak.]

**[RUSSL 630 Gogol**

4 credits. Taught in Russian.  
F 2:30-4:30. G. Shapiro.]

**[RUSSL 632 Russian Drama and Literature (also Theatre Arts 622)**

Fall. 4 credits. Not offered 1994-95.  
T R 1:25-2:40. S. Senderovich.]

**[RUSSA 633-634 Russian for Russian Specialists**

633, fall; 634, spring. 4 credits each term.  
L. Paperno and S. Paperno.]

**[RUSSL 635 Modern Russian Literary Criticism**

Spring. 4 credits. Not offered 1994-95.  
W 3:30-5:30. P. Carden.]

**[RUSSL 650 Russian Intellectual History**

4 credits. Not offered 1994-95.]

**[RUSSA 651-652 Comparative Slavic Linguistics**

651, fall; 652, spring. 4 credits each term.  
W. Browne.]

**[RUSSL 669 Seminar: Dostoevsky**

Fall. 4 credits. Not offered 1994-95.  
G. Gibian.]

**[RUSSL 671 Seminar in Nineteenth-Century Russian Literature**

Spring. 4 credits.  
W 3:35-5:35. P. Carden.]

**[RUSSL 672 Seminar in Twentieth-Century Russian Literature**

Fall. 4 credits. Not offered 1994-95.  
M 4:30-6:30. N. Pollak.]

**[RUSSL 673 The Russian Nabokov**

Fall. 4 credits. Not offered 1994-95. Also open to advanced undergraduates.  
R 4:15-6:15. M. Scammell.]

**[RUSSL 674 Solzhenitsyn and Literature of the Gulag**

Fall. 4 credits. Not offered 1994-95.  
M. Scammell.]

**[RUSSL 675 Russian Literature, 1917-1945**

Fall. 4 credits.  
R 4:15-6:15. M. Scammell.]

**[RUSSL 676 Russian Literature, 1945-Present**

Spring. 4 credits. Not offered 1994-95.  
R 4:15-6:15. G. Gibian.]

**[RUSSL 698 Russian Symbolism**

4 credits. Not offered 1994-95.]

**[RUSSL 699 Russian Modernism**

4 credits. Not offered 1994-95.]

**[SEBCR 131-132 Elementary Serbo-Croatian**

131, fall; 132, spring. 3 credits each term. Not offered 1994-95.  
W. Browne.]

**[SEBCR 133-134 Continuing Serbo-Croatian**

133, fall; 134, spring. 3 credits each term.  
W. Browne.]

**[SOC 360 State and Society in Comparative Perspective**

3 credits. Not offered 1994-95.]

**[SOC 365 Comparative Perspectives on Socialist Societies and Economics**

4 credits. Not offered 1994-95.]

**[SOC 366 Transitions From State Socialism**

Spring. 4 credits. Not offered 1994-95.  
T R 11:40-12:55. D. Stark.]

**[SOC 510 Comparative Societal Analysis**

Fall. 4 credits.]

**[SOC 583 Transitions to Market Economies in Eastern Europe (also Management NBA 583)**

Spring. 4 credits.]

**[THETR 322 Russian Drama and Theatre (also Russian Literature 332)**

4 credits. Not offered 1994-95.]

**[THETR 335 Modern and Contemporary Theatre (also Comparative Literature 337)**

Spring. 4 credits. Not offered 1994-95.  
J. Devenyi.]

**[THETR 378 Russian Films of the 1920s and French Films of the 1960s**

Spring. 4 credits.  
T R 1:25-4:25. D. Fredericksen.]

**[THETR 662 Russian Drama and Theatre (also Russian Literature 632)**

4 credits. Not offered 1994-95.]

**[UKRAN 131-132 Elementary Ukrainian**

131, fall; 132, spring. 3 credits each term. Not offered 1994-95.  
W. Browne.]

**Society for the Humanities**

Dominick LaCapra, director

**Fellows for 1994-95****Linda Alcoff** (Syracuse University)**Martin Bernal** (Cornell University)**Lois Brown** (Cornell University)**Richard D. E. Burton** (University of Sussex)**Leonid Chekin** (Cornell University)**Maryse Condé** (University of Maryland)**Nelly Furman** (Cornell University)**Gail Holst-Warhaft** (Cornell University)**Peter Kulchyski** (Trent University)**Gary Okiihiro** (Cornell University)**Marc Perlman** (Tufts University)**Bruce Robbins** (Rutgers University)**Kathryn Shanley** (Cornell University)**Michael Steinberg** (Cornell University)**Lucette Valensi** (Ecole des Hautes Etudes en Sciences Sociales)**Ruth Vanita** (Delhi University)**Jill Watts** (California State at San Marcos)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow.

The theme for 1994/95 is **Multicultural Perspectives in the Humanities**.

**S HUM 402 Afrocentrism (also Africana 402 and Government 433) @**

Fall. 4 credits. Limited to 17 students.

M 2:30-4:25. M. Bernal.

The seminar will begin with a survey of African-American writings about African history from David Walker's *Appeal* in 1829 to W.E.B. Dubois's *The Negro* (1915) and *Black Folk Then and Now* (1941). We shall then read from the works of "Afrocentrist" writers of history such as Chancellor Williams, Yusef ben-Jochanan, and Cheikh Anta Diop as well as those of the sympathetic scholars St. Clair Drake and Shomarka Keita. After examining the heuristic utility of these writings we shall turn to Afrocentrism as a social, political, and pedagogical movement reading the works of, and meeting in person or on videos, such figures as Molefi Ansante, Charles Finch, Asa Hilliard, and Leonard Jeffries. In this section, we shall be investigating the relationship of Afrocentrism to more directly political movements as well as the tensions between Afrocentrists and other Black intellectuals on the importance of the Nile Valley to African-Americans. The last section will consider Afrocentrism as a "boogy," discussing selections from the works of Arthur Schlesinger, Dinesh d' Souza, Mary Lefkowitz, and others.

**S HUM 403 Images of African-American Resistance (also Africana 403 and English 488)**

Fall. 4 credits. By permission of instructor only. Limited to 17 students.

R 2:30-4:25. L. Brown.

In this course we will explore a number of writings and films for their interpretations of various nineteenth- and twentieth-century African-American struggles. We will discuss the re-readings and re-presentations of slave revolts, consider the politics of sexual empowerment, seek out the differences in individual and collective acts of rebellion and self-defense. We will also analyze the narrative strategies and postures that authors employ as they consider the necessities and dangers of separatism, heroism, emancipation, and violence. Primary materials may include poetry by James Monroe Whitfield, Countee Cullen, and Paul Laurence Dunbar, Toni Cade Bambara's *The Salt Eaters*, David Bradley's *The Chaneysville Incident*, Octavia Butler's *Kindred*, Anne Moody's *Coming of Age in Mississippi*, Toni Morrison's *Beloved*, William Styron's *Confessions of Nat Turner*, David Walker's *Walker's Appeal* and Sherley Anne Williams' *Dessa Rose*.

**S HUM 404 History and Nationality in Russia and Eastern Europe (also History 450 and Russian Literature 404) #**

Fall. 3 credits. Limited to 17 students.

T 12:20-2:15. L. S. Chekin.

Ethnicity and nationality appear as the main forces behind the recent dramatic changes on the map. The seminar addresses these issues in Belarus', Russia and Ukraine, mainly from a historical perspective (starting in the Middle Ages), but also in the context of rising ethnic and national consciousness throughout the world.

**S HUM 405 Exoticism, Literatures, and Counter-Literatures (also Comparative Literature 435) @**

Fall. 1 credit. Limited to 17 students. All reading must be completed before first class. Contact S Hum (5-4086) for reading list. (Seminar will meet 4 times only, October 18, 20, 25, 27.)

TR 10:10-12:05. M. Condé.

Africa and the Caribbean region have always been defined with regard to the viewpoint of the colonizers. Ever since Christopher Columbus described the islands as "marvelous," they have been considered to be of unparalleled beauty. Africa has not enjoyed the same reputation. It has been "the White man's grave" or the "Dark Continent." However contradictory it may seem, both discourses have the same function: to cover up the discourse of the indigenous peoples concerning their own reality. Using a few selected texts, the course will attempt to identify the conflicting discourses of the colonized and the colonizer as well as the languages in which they are formulated.

**S HUM 406 Reading the Pleasures of the Listener (also Music 406, French Literature 406)**

Fall. 4 credits. Limited to 17 students.

R 2:30-4:25. N. Furman.

From the lure of the Sirens to the failed cries of Echo, the voice has been a means of expression and seduction, a sign of recognition and loss. From elocution to auditory reception, vocalized fragments testify to the subjectivities of both speaker and listener, and reveal the cultural inscription of gender, class, sexuality, and ethnicity. The purpose of this course will be to understand the voice as a cultural/perceptual phenomenon, and to note its affective registers in literature, film, and the stage. Readings will include essays by linguists, musicologists, psychoanalysts,

philosophers, film and literary critics, and opera fans, and the study of the vicissitudes of the story of *Carmen* as it moves from literary text to the operatic stage and onto the silver screen.

**S HUM 407 The Politics of Grief: Greece, the Balkans, Ireland**

Fall. 3 credits. Limited to 17 students.

M 12:20-2:15. G. Holst-Warhaft.

The course will examine the relationship between traditional songs of mourning for the dead in these societies and the authority of the state, the church, and written forms of expression. Women traditionally perform these songs throughout the area and through them they wield a considerable degree of magico-religious, artistic, and political power. This power may be shared with male figures of authority such as male oral poets, shamans, village elders, or priests, or it may come into sharp conflict with them. In the larger context of the state, especially one with a standing army, it will be seen that rhetoric of praise for the dead, composed by male poets, displaces and subsumes the rhetoric of grief.

**S HUM 408 "Multiculturalism" (also Africana 408 and History 461)**

Fall. 4 credits. Limited to 17 students.

W 2:30-4:25. G. Okiihiro.

Seminar on multiculturalism and its apparent polarities such as: Eurocentrism and Afrocentrism; unity and diversity; official and vernacular; integration and transformation; the neo-conservative challenge and radical critique. We shall also discuss ethnic studies and the university, including debates around "value-free" versus "politicized" research and pedagogy, and particularity versus interdisciplinarity in the organization of knowledge.

**S HUM 409 Listening across Cultures (also Music 409)**

Fall. 3 credits. Limited to 17 students.

R 12:20-2:15. M. Perlman.

Is music a universal language? What does it mean, to "understand" an unfamiliar musical tradition? What, if anything, is wrong with musical misunderstanding? We will address these questions from philosophical and historical points of view, and will explore them through case studies of cross-cultural musical encounters: the eighteenth-century European discoveries of Chinese and Indian music; the use of Indonesian music by American composers; and the worldwide spread of reggae and Afro-pop.

**S HUM 410 Community as Metaphor: Orality in American Indian Cultures (also English 401)**

Fall. 4 credits. Limited to 17 students.

W 2:30-4:25. K. Shanley.

Although this seminar will focus on American Indian oral traditions and literatures, we will also discuss American ethnopoetics, including a brief exploration of the expressive materials from other American cultural groups—Appalachian, African-American, etc. Readings of primary materials will range in form and subject from treaties and other contractual documents to contemporary poetry. Readings in secondary sources will include recent theoretical works on community, how it is constituted, defined, and perpetuated; we will also discuss American values regarding competitiveness. Central to our study will be the question of how language is experienced in the body and what social values therefore emerge with oral performance. What pulls

together these topics—oral literature, biological function, community, competitiveness, and textual artifacts such as treaties or poetry—is our effort to understand how individuals and communities metaphorize their wholeness and interconnectedness. Students will be expected to participate in discussion and to work cooperatively in groups, in addition to doing the assigned written work.

**S HUM 411 Culture and Subjectivity (also Comparative Literature 411 and History 483)**

Fall. 4 credits. Limited to 17 students.

W 2:30–4:25. M. Steinberg.

This seminar will explore whether and how a history and theory of subjectivity can mediate between a modernist account of the subject and a postmodernist account of its fragmentation. The possibility of an open and coherent subjectivity will be discussed with reference to religion, gender, psychoanalysis, and the creative arts (especially music). Principal texts will be by George Eliot (*Daniel Deronda*), Felix Mendelssohn, Robert Schumann, Wittgenstein (*Culture and Value*), Benjamin (essays on language), Heidegger ("Origin of the Work of Art"), Charles Taylor (*Sources of the Self*), Foucault (*History of Sexuality*), James Glass (*Shattered Selves*), and others.

**S HUM 412 The 1930s: Trickster-Heroes (also History 469)**

Fall. 3 credits. Limited to 17 students.

T 2:30–4:25. J. Watts.

This course will explore the culture of the Great Depression through an examination of trickster-heroes. As Americans struggled to deal with the depression, they focused on heroes who tested and often beat the system—the tricksters. This class will explore real and imagined heroes and the definition of tricksterism from a multicultural and historical perspective.

**S HUM 413 Ethnicity in the Modern Middle East—Historical and Social Science Approaches (also NES 493) @**

Fall. 1 credit. Seminar will meet four times only (September 13, 15, 20, 22). Limited to 17 students.

T R 2:30–4:25. L. Valensi.

The goal of the seminar is the study of ethnic and religious groups in the Middle East in the nineteenth and twentieth centuries. Methodologically, the seminar will probe the merits and the limits of the different approaches utilized so far to understand pluralistic societies such as those of the Middle East:

1. Descriptive, objective approaches (naming, counting, mapping, and storytelling);
2. Focusing on interaction and conflicts in the shaping and reproduction of collective identities;
3. The study of conversion, "métissages," cosmopolitanism, and crossing the borders of religious and ethnic groups.

**S HUM 414 Philosophies of Race**

Spring. 3 credits. Limited to 17 students.

M 12:20–2:15. L. Alcoff.

Racialized constructions of identity presuppose questionable concepts of the self and of cultural identity and pose enormous philosophical and political questions such as: Should race be phased out as a meaningful category of identity? How should mixed-race persons be identified? What is the connection between racialized identities and racism? Is race a part of the core self or a peripheral feature? Does race have an effect on

knowledge? What are the relationships between ethnicity, nationality, and race? What are the best means to overcome legacies of oppression and domination? In this course we will analyze the concept of race as it is connected to concepts of the self, both as public persona and as lived interiority. We will look at the debate over whether race is a "natural kind" or a "social construction" and at the political implications of either accepting or denying the reality of race.

**S HUM 415 Eurocentrism (also Government 467)**

Spring. 4 credits. Limited to 17 students.

M 2:30–4:25. M. Bernal.

The seminar will consider both "hard core" Eurocentrism, the thought and pedagogical tactics of those who believe that only Europeans could have created "Western Civilization," and the "soft core" variety held by those who maintain that only Europeans happen to have created its worthwhile qualities. It will begin with a historical survey of the emergence and development of the linked concepts of Europe and Christendom in the wake of the triumph of Islam. It will focus on the importance to these concepts of the "other" both in reality and as a projection of feared aspects of the "self." We shall discuss the writings and speeches of self-conscious imperialists and modern conservatives as well as the analytical works of Edward Said, Tzvetan Todorov, Samir Amin, and their critics. There will also be consideration of the work of such "New-Eurocentrists" as Ernest Gellner and Michael Mann. Finally, we shall look at attempts to transcend the arguments in the recent works of Henry Louis Gates and Cornel West.

**S HUM 416 Social Relations: American History and Female Sexuality**

Spring. 4 credits. Limited to 17 students.

T 2:30–4:25. L. Brown.

In this course we will study depictions of female sexuality in nineteenth- and twentieth-century American literature. As we explore a range of white and African-American novels, we will examine the ways in which women's bodies are transformed into symbols of protest and incorporated into national debates such as those about slavery and suffrage. We will discuss the influence of race on notions of purity, chastity, virtue, romance, and sin and debate the ways in which rape, incest, motherhood, and marriage become allegories of American women's historical experiences and goals. In addition, we will explore the ways in which class, race, and political identity determine sexual tragedy or triumph and who becomes "other" based on their sexual legacy.

**S HUM 417 Cultural Transformation and Conflict in the Caribbean from Slavery to the Present (also Comparative Literature 447 and French Literature 417) @**

Spring. 3 credits. Limited to 17 students.

W 2:30–4:25. R. D. E. Burton.

Using historical, anthropological, sociological, and literary materials, this course is intended to introduce students to the main issues in contemporary Caribbean studies. Taking the study of slavery as its starting-point, it will examine the processes of cultural creation, transformation, and conflict in the Caribbean with particular emphasis on the following areas and issues: slavery and the culture of resistance; language in the Caribbean; Afro-Caribbean religions (principally *vodun* and

Rastafarianism); male and female culture 'spheres' in the Caribbean; the place of 'East Indians' in the Caribbean; 'Africanist' and 'creolization' theories of Caribbean culture; theories of identity in the contemporary Caribbean (Négritude, Antillanité, Créolité, etc.); literature and identity in the Caribbean (Brathwaite, Walcott, Césaire, Glissant). The course will focus on the Anglophone and Francophone Caribbean with reference, where appropriate, to the Hispanophone Caribbean.

**S HUM 419 The Textual Sounds of Cultural Identities (also French Literature 492)**

Spring. 4 credits. Limited to 17 students.

R 2:30–4:25. N. Furman.

Inscribed in the gaps of a literary text, in the space between what is written and what is read, between what is voiced and what is heard, one can detect traces of trauma and the imprints of ethnic and cultural identities. The aim of this course will be to listen to the expressions of cultural identities in crisis and study their articulations in the works of French writers: Prosper Mérimée, Jules Vallès, Céline, Beckett, Natalie Sarraute, Marguerite Duras, and Patrick Modiano.

**S HUM 420 Critical Legal Theory and Aboriginal Rights**

Spring. 3 credits. Limited to 17 students.

W 2:30–4:25. P. Kulchyski.

This course will review the emerging debates in the field of critical legal theory and assess their relevance to the discourse on Aboriginal rights. Many post-structural scholars—Derrida, LaCapra, Cornell—have recently turned their attention to questions of law and justice. At the same time, the last few decades have witnessed the emergence of a full-fledged legal doctrine of Aboriginal rights in the Americas. This course will attempt to construct an articulation of these two disparate discourses. The first part of the class will be devoted to discussion of a set of theoretical texts, while the second part will examine legal decisions (and commentaries) from the UK, US, Australia, and Canada, primarily devoted to issues around Aboriginal rights.

**S HUM 421 "Sculpted Bodies" (also History 471)**

Spring. 4 credits. Limited to 17 students.

T 2:30–4:25. G. Y. Okihiro.

Seminar on European American representations of the Asian body—"raced," "gendered," "classed," "sexed"—in art, literature, history, science, pornography, and popular culture, and Asian-American contestations of those representations. Bodily constructions are dynamic sites of repression and resistance when contextualized within evolving social relations.

**S HUM 422 Cosmopolitanism: Theory and Practice**

Spring. 3 credits. Limited to 17 students.

T 12:20–2:15. B. Robbins.

Theories of nationalism have paid too little attention to the theory, construction, and history of what is *not* nationalism. This course will treat both sorts of theorizing together. While surveying recent thinking about the nation, it will also explore the social and historical situations, the rhetorical strategies, and the political stakes of writers whose imaginations and activities cross national boundaries. Topics to be discussed will include the U.S. debate over multiculturalism, the development of trans-national political solidarities, and the supposed "death of the intellectual" in the age of the academy.

**S HUM 423 Biography as Homoerotic Fiction**

Fall. 3 credits. Limited to 17 students.  
M 2:30-4:25. R. Vanita.

This course will examine how in the late nineteenth and early twentieth centuries, the genre of the "portrait" or fictionalized biography develops as a respectable way of talking about homosexuality. Such texts often allude to earlier canonical texts and use encoded tropes, constructing a tradition that legitimizes their preoccupations.

**South Asia Program**

M. Katzenstein, acting director; R. Barker, R. Colle, E. Erickson, C. Fairbanks, S. Feldman, J. Gair, D. Gold, D. Henderson, R. Herring, D. Holmberg, J. Jasanoff, S. Jasanoff, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, B. Lust, B. G. MacDougall, M. Majumdar, K. March, J. McRae, C. Minkowski, S. Mohanty, A. Nussbaum, S. O'Connor, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, M. Rodrigo, D. Sisler, S. Subramanian, D. Sudan, N. Uphoff, M. Walter, S. White

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty includes members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, communication, comparative religion, ecology and systematics, economics, English, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, rural sociology, and science, technology, and society. Undergraduates with a special interest in the region may major in Asian studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia. Languages offered are Bengali, Hindi, Nepali, Sinhala, Tamil, Urdu, Sanskrit, and Pali. Cornell is a class A member of the American Institute of Indian Studies (AIIS), and undergraduates as well as graduate students are eligible for AIIS intensive language program fellowships in India. For courses available in South Asian studies and details on the major, see the Department of Asian Studies listing in this volume.

Students who want further information on courses and research opportunities should direct questions to the program office, 170 Uris Hall.

**Southeast Asia Program**

J. U. Wolff, director; B. R. Anderson, J. H. Badgley, W. B. Bailey, R. Barker, T. Chaloeintiarana, A. C. Cohn, G. Diffloth, M. F. Hatch, A. T. Kirsch, S. J. O'Connor, T. Shiraishi, J. T. Siegel, K. W. Taylor, E. Thorbecke, J. K. Wheatley, D. K. Wyatt

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen full-time core faculty members in the colleges of Arts and Sciences and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. An additional 18

lecturers and other faculty provide language and area instruction on Southeast Asia. Courses are offered in such fields as agricultural economics, anthropology, Asian studies, economics, finance, government, history, history of art, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens. Intensive instruction in Indonesian is offered in the Full-Year Asian Language Concentration (FALCON) which covers the beginning and intermediate levels. An intensive advanced Indonesian language program is held from June through August in Indonesia each summer. The formal program of study at Cornell is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, the concerts of the Gamelan Ensemble, and a weekly Southeast Asia film series. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures and other activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this subject in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies by completing 15 credits of course work. Students interested in exploring these opportunities should consult the director, Southeast Asia Program, 180 Uris Hall.

**Statistics Center**

The Cornell Statistics Center coordinates a university-wide program in statistics and probability. Students interested in graduate study in probability and statistics should apply to the Field of Statistics or to one of the other graduate fields of study that offer related course work. A list of courses in probability and statistics recommended for graduate students in the Field of Statistics can be found in the description of the Cornell Center for Statistics in the section "Interdisciplinary Centers, Programs, and Studies." Further information can be obtained from the director of the Statistics Center in Caldwell Hall.

**Women's Studies Program**

S. McConnell-Ginet, director; L. Abel, K. Abrams, A. Adams, J. Allen, N. Assie-Lumumba, K-e. Barzman, D. Bathrick, S. Bem, L. Beneria, A. Berger, J. Bernstock, L. Brown, J. Brumberg, D. Castillo, B. Correll, I. DeVault (acting director, 1994-95), J. Farley, C. Farnum, S. Feldman, F. Firebaugh, J. Fortune, N. Furman, J. Ginsburg, S. Green, N. Hirschmann, D. Holmberg, I. Hull, B. J. Isbell, M. Jacobus, J. Jennings, K. Jones, M. Katzenstein, C. Lazzaro, J. Locey, K. March, C. A. Martin, H. Mullen, M. B. Norton, L. Peirce, L. Philips, E. Povinelli, A. M. Smith, S. Samuels, R. Weil

**Introduction to the Program**

Women's Studies is an interdisciplinary program that seeks to inscribe women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-

examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections between gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

(a) that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;

(b) that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and

(c) that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

**Program Offerings**

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

**The Undergraduate Major**

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are not many graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with a faculty member about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. To give one example of what needs to be considered in designing a major: Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major.



**Requirements for a Women's Studies Major**

1. Prerequisite courses: Before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Some suggested entry-level courses include Women's Studies 210, 218, 244, 251, 269, 273, and 277. These courses would count both as prerequisites and as part of the women's studies major. Freshman writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
  - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study must be developed in consultation with the student's adviser in women's studies and must include advanced seminars at the 300 level or above.
  - b. Students may count up to three courses outside women's studies toward the major **if** those courses are approved by the student's women's studies adviser as constituting a meaningful component of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.
3. The Honors Program: To graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. For more information about honors, see the DUS.

**The Concentration**

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies, no more than two of which can come from a single discipline. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

**I. Freshman Writing Seminars****[WOMNS 105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105)]**

Spring. 3 credits. Not offered 1994–95.  
Staff.

In its long history, Japanese culture has developed a large number of role models—

the aristocrat, poet-priest, warrior, entertainer, "salary man," and "education mama"—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.]

**[WOMNS 106 Women and Writing (also English 105)]**

Fall and spring. 3 credits.

Hours to be arranged. Staff.

What is a woman? How does she confront her personal experience? Does she play a special role in history, in our definition of society, or in our understanding of language and literature? This course will explore the relationship between women and writing. We will discuss writings by and about women, debate our attitudes toward feminism, and analyze the relevance of these questions to our own written work. Individual sections will emphasize different aspects of the relation between women and writing. Which section to choose should depend on your own interest in exploring how women appear in private or autobiographical writings, historical contexts, and/or literary works. Further information on specific sections is available in the freshman writing seminar office. Textual overlap among the sections is kept to a minimum so that students can take more than one Women and Writing seminar during their time at Cornell.

**[WOMNS 113 Nudity/Nakedness: The Sexed Body in Western Art (also History of Art 112.03)]**

Spring. 3 credits. Not offered 1994–95.

K. Barzman.

While the story of the fall frames "nakedness" with notions of guilt and shame, "nudity" is a term that lends legitimacy to the display of naked bodies in Western culture. Yet competing forces object to such display on grounds from obscenity to the exploitation of women. Today "the nude" is virtually synonymous with the female form signaling availability—a body fetishized, fragmented, commodified, consumed. How is the nude instated in the semiotic order in the West? Are there representations of naked women that categorically resist dominant associations of female nudity? What of the bodies of men? Is "pornography" in "the eye of the beholder" or are there representational practices that clearly divide "the pornographic" from "legitimate art"? Participants will base discussions and writing assignments on visual materials and critical texts.]

**[WOMNS 121 Language and Gender (also Linguistics 121)]**

3 credits. Not offered 1994–95.

Sally McConnell-Ginet.

What does it mean to speak "like a woman" or "like a man," or "like a girl," or "like a boy"? Even ten-year-olds in our culture approach similar communicative tasks in gender-differentiated ways: girls often get others to do things by saying things like "let's get some coat-hangers" whereas their male peers are more likely to say something like "get me a coat hanger." How do race, social class, age, setting, and aims interact with gender in affecting communicative style? How do our ways of writing and talking reflect and perpetuate gender stereotypes or biases?

What is the role of sex and gender in language change? Readings, discussion, and writing assignments will explore connections between our uses of language and the cultural construction of femaleness, maleness, and sexuality.]

**[WOMNS 123 Biology on Women and Women in Biology (also STS 123)]**

Spring. 3 credits. Not offered 1994–95.

P. Taylor, N. Weidman.

This course will examine how biology has treated the subject of gender and how this treatment has influenced the way women do biology. In the first part of the course we will ask: how has the image of women changed in the course of nineteenth- and twentieth-century biology. What have been the changing fortunes of the idea of difference between the sexes? How have they shaped or been shaped by women's changing political influence? In the second part of the course, we will turn to the practice of biology by women and ask: how do (female and male) biologists' notions of gender differences influence the way women do biology? Do women biologists work differently from men? Is there such a thing as a feminist biology?]

**[WOMNS 145 Witchcraft and Gender (also ANTHRO 145)]**

Spring. 3 credits.

D. Holmberg.

This seminar will explore witchcraft with special attention to the question of gender. We will examine why women were historically more often accused of witchcraft than men in America and in many European societies. Further, we will take a careful look at complexes of witchcraft in non-western societies where both similar and very different patterns of witchcraft accusations take place. In conclusion, we will examine contemporary resurgences of witchcraft as a positive form of ritual practice especially by some women and at contemporary equivalents of the witchcraft crazes in instances like McCarthy's hunt for communists, contemporary panics about devil worship cults, and the process of the demonization of certain social groups. Overall, the seminar will address the question of the relation to belief to social practice.

**[WOMNS 168.01 Black Women Writers: The Uses of Madness and Silence (also English 168)]**

Spring. 3 credits. Disc/sem. Not offered 1994–95.

Harryette Mullen.

How are silence and madness used in texts by black women writers to explore their relationship to language, writing, and power? Why is madness a compelling metaphor for the complexities of race, class, gender, and cultural conflict? How does one interpret the silences in a text? How is silence itself foregrounded in a literary text? This seminar will focus on these and other questions raised by the novels, short stories, poetry, and drama of black women writers from Africa, the United States, and the Caribbean including Bessie Head, Toni Morrison, Adrienne Kennedy, Opal Palmer Adisa, Tsitsi Dangaremba, Marlene Philip, and Jamaica Kincaid.]

## II. Courses

### WOMNS 206 Gender and Society (also Rural Sociology 206)

Spring. 3 credits.

Staff.

This course analyzes the evolution and diversity of socially constructed gender hierarchies in the United States and internationally. The maintenance of gender inequalities in societal institutions such as the family, the economy, politics, and religion will be explored. A range of sociological theories and disciplinary perspectives are considered, including biological, psychological, and psychoanalytic perspectives. Course objectives will be achieved through lectures, readings, films, class discussions, and personal experiences.

### WOMNS 210 Introduction to Feminist Theory

4 credits. Not offered 1994-95.

Staff.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.]

### WOMNS 214 Biological Basis of Sex Differences (also Biological Sciences 214 and Biology and Society 214)

Fall. 3 credits. Prerequisite: one year of introductory biology. Limited to non-biology majors and freshman and sophomore biology majors. S-U grades optional. Offered in alternate years.

J. E. Fortune.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on non-reproductive aspects of life (behavior, physical, and mental capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.

### WOMNS 218 The Economics of Gender (also City and Regional Planning 218)

Spring. 3 credits. Not offered 1994-95.

L. Beneria.

The emphasis in this course will be on the economic aspects of women and work: What are the consequences of women's concentration in reproductive work? What economic role does domestic work play within the larger economy? What are the consequences of occupational segregation by gender? Why is the wage gap between men and women not disappearing? What is the role of discrimination? What is the condition of women in other countries? Throughout the course we will examine different analytical frameworks and distinguish between different feminist perspectives dealing with those questions.]

### WOMNS 220 Women of Africa and of the Diaspora in Liberation Movements (also Africana 220)

Fall. 3 credits. Not offered 1994-95.

N'Dri Assiè-Lumumba.

This seminar deals with women of Africa and of the African Diaspora in liberation movements. Our studies will include the antislavery struggles in the Americas and the Caribbean, anticolonization and decolonization and decolonization movements, as well as the anti-apartheid struggles in Africa. These movements, and the women who led them, will be discussed in terms of the broader historical, socioeconomic, political, and cultural contexts.]

### WOMNS 227 Modern American Sex Roles in Historical Perspective (also History 227)

4 credits. Limited to 20 students. Permission required. Intended primarily for sophomores. Not offered 1994-95.

M. B. Norton.

A reading and discussion course. The class will begin by examining sex roles in the United States in the 1990s, looking at a variety of sources like popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help to determine which topics the class will investigate in detail.]

### WOMNS 238 The Historical Development of Women as Professionals, 1800-Present (also Human Development and Family Studies 258, American Studies 258, and History 238)

Spring. 3 credits.

J. Brumberg.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, films, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of professionalism for women, family structure, and American society are also discussed.

### WOMNS 244 Language Use and Gender Relations (also Linguistics 244)

Fall. 4 credits. Not offered 1994-95.

S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

### WOMNS 251 Twentieth-Century Women Novelists (also English 251)

Fall. 4 credits. Not offered 1994-95.

M. Hite.

This course will be particularly concerned with how women write fiction and with some of the questions about women's experience, perspective, and language raised by recent

feminist criticism. We will read works by Virginia Woolf, Edith Wharton, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.]

### WOMNS 262 Politics of Sexuality (also Government 362)

Fall. 4 credits.

A. M. Smith.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction that emerges as a sociopolitical problem only within specific historical conditions. We will turn to the official regulation of sexuality and the historical research on sexual subcultures, which Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.

### WOMNS 263 Interpreting Melodrama and the Women's Film (also English 263)

Spring, 1995. 4 credits. Students must be free to attend regular screenings of films and videos. Lab fee \$25.00. Enrollment reserved for Women's Studies and English majors. Limited to 20 students.

L. Bogel.

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such films as *Stella Dallas*, *Now, Voyager*, *Rebecca*, *Mildred Pierce*, *The Women*, *Imitation of Life*, *Secret Beyond the Door*, *All This and Heaven, Too*, *So Big*, and *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam.

### WOMNS 264 Ethnic Literature: Bridges and Boundaries (also English 264)

Fall. 3 credits. Not offered 1994-95.

Harryette Mullen or Shelly Wong.

The American language that came, as William Carlos Williams noted, "from the mouths of Polish mothers," has also been shaped by the oral and written traditions of Native Americans, African Americans, Hispanic Americans, and Asian Americans whose literary production will be examined in this course. Works by writers in these traditions will be studied as sites marking the emergence of a contemporary American language and literature capable of representing the diverse and particular realities of a multicultural nation. This course will focus especially on how each ethnic tradition uses the contested territories of geography, language, gender and sexuality in texts that both refer to and imaginatively construct communities and traditions based on collective experience. Discussion will focus on how each text makes connections and distinctions between individuals as well as within and among communities bound together by shared linguistic, geographical, spiritual, and cultural traditions, and the

territorialization of bodies, especially women's bodies, as boundaries or bridges between races/ethnicities, in discursive constructions of ethnicity.]

**WOMNS 269 Introduction to Feminist Political Thought (also Government 269)**

Fall. 4 credits.

N. Hirschmann.

This course will provide a general introduction to feminist political thought, surveying various current issues and methodologies. The course will combine analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.

**WOMNS 273 Women in American Society, Past and Present (also History 273) #**

Fall. 4 credits.

M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, racial and ethnic differences in women's experiences, the women's rights movement, employment of women outside the home, and contemporary feminism.

**[WOMNS 275 Women in the Work Force (also Sociology 275)]**

Spring. 3 credits. Not offered 1994-95.

E. Bell.

Women have always contributed their labor to production and reproduction. However, with industrial development and the movement of market production out of the home and into the public sphere, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. In this course we will examine women's positions and the role women play in the labor force, with a focus on more developed societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.]

**WOMNS 277 Social Construction of Gender (also Psychology 277)**

Spring. 3 credits. Limited to 400 students.

S. Bem.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity themselves, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, the male-centeredness of the work world, female sexuality, sexual harassment, and homophobia.

**WOMNS 281 Gender and Society in the Muslim Middle East (also Near Eastern Studies 281 and Religious Studies 281) @#**

Spring. 3 credits. Limited to 20 students.

L. Peirce.

This course examines conceptions of gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, sexuality, social hierarchies and family structure. Although attention will be given to gender issues in the contemporary Middle East, the course focuses on the historical roots of present-day social configurations.

**WOMNS 294 Feminist Literary Criticism (also English 294)**

Fall. 3 credits. Offered at 200-level for fall 1994.

M. Jacobus.

In this course we will explore the history and contemporary inflections of feminist literary criticism and theory, with an emphasis on close readings of major or classic articles, essays, books, and controversies. We will start by reading Virginia Woolf's *A Room of One's Own* and look at feminist re-readings of Woolf. We will explore notions of a female literary tradition and questions of canonicity, along with tensions between feminist materialist and psychoanalytic readings. We will look at theories about the role of the body and desire in women's writing drawn from French feminist theory and psychoanalytic feminist criticism. We will also consider questions involving ethnicity, including recent African-American feminist criticism, and recent gay and lesbian feminist criticism. Texts will include (among others) essays by Judith Butler, Donna Haraway, Julia Kristeva, Shoshana Felman, and Alice Walker, and novels by Maxine Hong Kingston (*Woman Warrior*), Radcliffe Hall (*The Well of Loneliness*), Nella Larsen (*Quicksand*), and Virginia Woolf (*Mrs. Dalloway*). The emphasis will be on relating the insights of feminist criticism and theory to literary texts so that students can develop their own feminist critical practice. Oral reports, short essays, two longer papers.

**WOMNS 305 Emotion, Gender, and Culture (also Anthropology 305) @**

Fall. 4 credits.

B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion and (2) acquisition and production of gender and sexuality. It is appropriate for students majoring in anthropology, psychology, cognitive studies, human development and family studies, and women's studies.

**[WOMNS 307 African-American Women in Slavery and Freedom (also History 303)]**

Spring. 4 credits. Not offered 1994-95.

M. Washington.

This course thematically explores the history of African-American women from a sociopolitical perspective. Topics include the images and depictions of Black women, how Black women have engaged in political struggle, race progress vs. feminism, the relationship between racism and sexism, and Black women in family life.]

**WOMNS 321 Sex and Gender in Cross-Cultural Perspective (also Anthropology 321) @**

Fall. 4 credits.

K. S. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines the relative positioning of the sexes in social, political, economic, ideological, cultural, and biological aspects of culture; we emphasize the diversity in gender and prospects for change around the world. In addition to lectures and films or videos, participants will work in small discussion sections (maximum enrollment of eight) to prepare several practical field exercises, short papers and critical assessments of other course materials.

**[WOMNS 341 Ethical Theory (also Philosophy 341)]**

Spring. 4 credits. Not offered 1994-95.

K. Jones.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. This project assumes, however, that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty". In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from "feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.]

**[WOMNS 345 Gender Inequality (also Sociology 345)]**

Fall. 4 credits. Not offered 1994-95.

H. Walker.

This course is an introduction to the systematic study of gender inequality in contemporary society. While the issues we will examine are specific to the study of gender inequality, they are representative of more general concerns in the field of sociology, e.g., stratification, power, and conflict.]

**[WOMNS 348 The Female Literary Tradition: Wollstonecraft to Woolf (also English 348) #**

4 credits. Not offered 1994-95.

M. Jacobus.

A course designed to survey and investigate the nature of a British "female literary tradition" from the late eighteenth to the early twentieth centuries, read in the light of the rich and varied feminist criticism it has attracted. (Questions: What might constitute a female literary tradition? How is it transmitted, forgotten, recovered, or defined as "female" in the first place?) Starting with late eighteenth-century women novelists such as

Inchbald, Burney, and Radcliffe, we will move by way of Wollstonecraft's writing to Austen, Edgeworth, and Mary Shelley. Mid-nineteenth-century authors will include writing by the Brontës, Gaskell, Barrett Browning, and George Eliot, as well as sensation novelists such as Braddon and Wood. We will look at some of the "new women" authors of the 1890s (Egerton, Schreiner) before turning to early twentieth-century novelists including Woolf, Radcliffe Hall, and H. D. The dual emphasis will be on an atypical or noncanonical selection of authors and texts, where possible, and on feminist literary criticism; a valuable (although not essential) prerequisite might be a 200- or 300-level course in major women novelists of the period covered, such as Austen, the Brontës, or Eliot, or in feminist literary theory.]

**WOMNS 353 Feminism: State and Public Policy (also Government 353)**

Fall. 4 credits.

M. Katzenstein. Students seeking admission to this course *must* attend the first class.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is, thus, a course about political protest and the capacity of American political institutions to promote and shape, as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

**[WOMNS 357 American Families in Historical Perspective (also History 359, American Studies 359 and Human Development and Family Studies 359)]**

Spring. 3 credits. Prerequisite: Human Development and Family Studies 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or Sociology 359. Not offered 1994-95.

J. Brumberg.

An introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

**WOMNS 362 Global Perspectives on Gender**

Spring. 4 credits.

N. Assie-Lumumba.

The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty directing the course, the class will consider such issues as cross-cultural

perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.

**[WOMNS 363 Representations of Women in Ancient Greece and Rome (also Classics 363 and History 367)] #**

Spring. 4 credits. Not offered 1994-95.

L. S. Abel, J. Ginsburg.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology, women's role in the family and society, views of the female body and female sexuality, the place of women in creative art.]

**[WOMNS 365 Directions in Feminist Theory (also Government 362)]**

Spring. 4 credits. Not offered 1994-95.

C. A. Martin.

This course is designed to explore critical debates in contemporary feminist theory with particular attention to the status of gender as an analytic and political category. We will investigate how different theoretical traditions and perspectives relate gender to structures of race, sexuality, and class.]

**[WOMNS 368 Marriage and Sexuality in the Middle Ages (also History 368)]**

4 credits. Not offered 1994-95.

P. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.]

**WOMNS 374 Nineteenth-Century American Women Writers (also English 374)**

Spring. 4 credits.

L. Brown.

In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions

between "sentimental" idealism and political pragmatism, passionless femininity, and autonomy. Readings will include Louisa May Alcott's *Behind a Mask*, Anna Julia Cooper's *A Voice from the South*, Frances Harper's *Iola LeRoy*, Harriet Beecher Stowe's *The Minister's Wooing*, and Harriet Wilson's *Our Nig*.

**[WOMNS 377 Gender in Early Modern Europe (also History 377)]**

4 credits. Enrollment is limited to 30. Not offered 1994-95.

R. Weil.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in the particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution? Readings include both primary and secondary sources.]

**WOMNS 381 Nineteenth-Century French Women Writers (also French Lit 381)**

Fall. 4 credits. Course conducted in French.

A. Berger.

While situating the works read within their specific historical and literary context, this course will attempt to address two sets of questions: 1) How does the inscription of literature as a Public Institution within a phallogocentric cultural order affect women authors' status and writing strategies? 2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers will include Mme de Staël, George Sand, M. Desbordes-Valmore, Flora Tristan, and Rachilde.

**WOMNS 384 Women and Unions (also ILR 384)**

Fall. 4 credits.

I. DeVault.

This course will explore women's participation in the U.S. labor movement in the nineteenth and twentieth centuries. The class will cover issues such as women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activists, racial and ethnic differences in organizing, and the impact of societal stereotypes and expectations.

**[WOMNS 385 Sex, Morality, and the Law (also Anthropology 385)]**

Fall. 4 credits. Not offered 1994-95.

B. Povinelli.

This course examines contemporary issues and debates surrounding sexual identities, moralities and their legal standings in western and non-western contexts. The course moves from U.S. Senate hearings on censorship and the arts to New Guinean rituals of manhood to the fractious discourse on "the family"—pro and con. Through a cross-cultural perspective, this course seeks to examine the locations and representations of so-called normal, exotic, and perverse sexual practices and the role of prescriptive and proscriptive law in regulating social morality. The course asks such questions as: How is the separation between private and public spheres subverted by laws regulating sexual practices? How have various western and non-western societies perceived of and regulated the



relationships among sexuality, gender, social identity, and power and between public and private forms of sexuality? The course draws on ethnographic and literary sources, film, and theoretical essays. Geographic regions include: the Middle East, Africa, New Guinea, Aboriginal Australia, the U.S., England, and Germany.]

**WOMNS 403 Images of African-American Resistance (also Society for the Humanities 403)**

Fall. 4 credits.

L. Brown.

In this course we will examine the themes of African American rebellion and revolution in American literature. We will read historical fiction about Nat Turner, Gabriel Prosser, and other individual and collective acts of rebellion against slavery and segregation. We will also use pertinent films and non-fiction to contextualize our discussions about nineteenth- and twentieth-century heroes, leadership, militancy, betrayal, separatism, and liberation. In addition, we will trace the evolution of African American protest and discuss the ways in which individuals involved in acts of rebellion define racial justice, emancipation and violence. We will also explore the ways in which specific gender-related experiences and gender stereotypes prompt or inhibit certain types of resistance and violence.

**WOMNS 404 Women Artists (also History of Art 466)**

Fall. 4 credits. Prerequisite: Permission of instructor. Auditing not permitted. Not offered 1994-95.

J. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society.]

**WOMNS 406 The Culture of Lives (also Anthropology 406) @**

Spring. 4 credits.

K. March.

This seminar examines the insights provided by diverse personal narratives into both the particularities of individual lives and into the wider social and cultural forms within which those lives unfold. We look at the place of life histories in the historical development of anthropology as a discipline, in terms of both the theoretical and methodological concerns they raise. We focus upon the contemporary resurgence of interest in personal narratives as windows onto both the social or cultural construction of the person as well as heavily upon women's lives and their representations to contrast men's and women's accounts and to underscore the special significance of women's narratives in anthropology.

**WOMNS 408 Gender Symbolism (also Anthropology 408) @**

4 credits. Not offered 1994-95.

K. March.

This seminar looks at how cultural meaning is constructed about biological sex differences. We begin from the presumption that sex difference and gender are culturally defined as a system of categories and meanings interacting with people's cognitive, intellectual, and affective experience of their worlds. The seminar has two primary conceptual objectives: (1) to analyze the relations among gender symbols and (2) to explore the

relations between these symbols and the social worlds of the people who believe in them.]

**WOMNS 413 Women Around Freud (also German Studies 413 and Comp Lit 412)**

Spring. 4 credits.

C. A. Martin.

This course is designed: 1) to expose students to the lives and work of women intellectuals in turn-of-the-century and early twentieth-century Austria and Germany who influenced and were influenced by Freud and psychoanalysis; 2) to consider the work of women intellectuals whose interests converged with theories diverged from psychoanalytic thinking; 3) to explore definitions of "intellectuals" and the status of women as intellectuals both at the beginning of the century and in 1994. Our readings and discussions will include the work of Lou Andreas-Salomé, Anna Freud, Helene Deutsch, Karen Horney, Sabina Spielrein, Joan Riviere, Melanie Klein, Rosa Mayreder, Grete Meisel-Hess, Hedwig Dohm, and Ellen Key.

**WOMNS 416 Person, Gender, and Song (also Anthropology 417)**

4 credits. Not offered 1994-95.

K. March.

At stake in the anthropological endeavor to represent others' worlds cannot be our capacity for communion, but rather an epistemological puzzle: how do we come to (systemize) knowledge of other realities? On the premises that we come not to know persons (directly), but among other things (through) their words, that words are contextually produced, that some contexts are more highly stylized into recognized cultural genres than others, and that a common and powerful genre is song, this seminar will look at several cases of traditional song and its relation to personal realities, with specific attention to the imaging, communicating, evaluating, and remembering of gender identities.]

**WOMNS 417 The Politics of Grief: Greece, the Balkans, Ireland (also Society for the Humanities 407)**

Fall. 3 credits.

G. Holst-Warhaft.

The course will examine the relationship between traditional songs of mourning for the dead in these societies and the authority of the state, the church, and of written forms of expression. Women traditionally perform these songs throughout the area and through them, they wield a considerable degree of magico-religious, artistic, and political power. This power may be shared with male figures of authority such as male oral poets, shamans, village elders, or priests, or it may come into sharp conflict with them. In the larger context of the state, especially one with a standing army, it will be seen that rhetoric of praise for the dead, composed by male poets, displaces and subsumes the rhetoric of grief.

**WOMNS 425 Gender Relations, Gender Ideologies, and Social Change (also Rural Sociology 425)**

Fall. 3 credits. Not offered 1994-95.

S. Feldman.

This course offers a comparative analysis of rural women's work in agriculture, domestic and household production, and forms of wage work and self-employment in both Third World and industrialized countries. Drawing on feminist and sociological theory and

methods, the course examines gender ideologies, work-family linkages, responses to technological innovation, the transformation of the labor process, and the international division of labor as processes that restructure gender relations and challenge existing proscriptions of women's behavior.]

**WOMNS 426 Undergraduate Seminar in Early American History (also History 426) #**

4 credits. Not offered 1994-95.

M. B. Norton.]

**WOMNS 431 Scenes of Female Enlightenment (also English 431)**

Spring. 4 credits.

M. Jacobus.

In this course we will explore the ways in which Enlightenment thinking about women and women's own concern with their rights and education during the late eighteenth century intersects with an inquiry into femininity itself. How did the focus on sentimentality limit, shape, or enable emancipatory feminist discourse? Starting with Rousseau's *Nouvelle Eloïse* and *Emile*, we will trace the influence of Rousseau on a variety of eighteenth-century sentimental and educational writers, including Saint-Pierre (*Paul and Virginia*), Edgeworth (*Belinda*), and Wollstonecraft (*Vindication of the Rights of Women*). If available, we will also read selections from women educationists of the period, such as Mrs. Macaulay and Hannah More. Alongside novels of feminist protest by Wollstonecraft (*The Wrongs of Woman*) and Mary Hays (*Memoirs of Emma Courtenay*), we will explore other mother-daughter novels of the 1790s by Inchbald (*A Simple Story*) and Opie (*Adeline Mowbray*). As well as reading Diderot's *The Nun* and de Sade's *Justine*—works of the French Enlightenment and libertine Revolution, respectively—we will read Radcliffe's *Romance of the Forest* and *Mysteries of Udolpho* as the site of the gothic construction of female "enlightenment." Selected novels by Austen (*Persuasion* and *Mansfield Park*) and Burney (*The Wanderer*) will extend the course into the early nineteenth-century novel for a retrospective view of the feminist "Enlightenment" of the Revolutionary period.

**WOMNS 433 The Female Dramatic Tradition (also Theatre Arts 433)**

Spring. 4 credits. Not offered 1994-95.

J. E. Gainor.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.]

**WOMNS 435 The Sociology of Reproduction (also Sociology 434)**

Spring. 4 credits.

E. Bell.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the

medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.

**WOMNS 436 Reading the Pleasures of the Listener (also Society for the Humanities 406)**

Fall. 4 credits. Limited to 17 students.

N. Furman.

From the lure of the Sirens to the failed cries of Echo, the voice has been a means of expression and seduction, a sign of recognition and loss. From elocution to auditory reception, vocalized fragments testify to the subjectivities of both speaker and listener and reveal the cultural inscription of gender, class, sexuality, and ethnicity. The purpose of this course will be to understand the voice as a cultural perceptual phenomenon, and to note its affective registers in literature, film, and the stage. Readings will include essays by linguists, musicologists, psychoanalysts, philosophers, film and literary critics, and opera fans, and the study of the vicissitudes of the story of *Carmen* as it moves from literary text, to the operatic stage and onto the silver screen.

**[WOMNS 438 Female Adolescence in Historical Perspective, 1815-1960 (also HDFS 417 and History 458)]**

Fall. 3 credits. Limited to 25 students.

Permission of instructor required. Not offered 1994-95.

J. Brumberg.

The changing nature of female adolescence in the United States is explored using nineteenth-century primary sources available in the Department of Manuscripts and University Archives. Olin Library multidisciplinary readings and discussions are designed to uncover the nature of women's childhood, patterns of authority within the family, cultural attitudes toward sexuality, female friendships, courtship patterns, and rites of passage into adulthood.]

**WOMNS 444 Historical Issues of Gender and Science (also STS 444)**

Spring. 4 credits.

M. Rossiter.

This course is a one-semester survey of women's role in science and engineering from antiquity to the 1990s with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings, and other primary sources as well as recent historical and sociological studies. By the end of the semester we should have attained a broad view of the problems that have faced women entering science and engineering in the past and those that still remain.

There are no formal prerequisites for the course, although some knowledge of women's history and the history of science would be helpful. The course welcomes the participation of students from scientific and non-scientific backgrounds alike.

**[WOMNS 445 Nineteenth-Century Women Novelists (also English 445)]**

Spring. 4 credits. Not offered 1994-95.

D. Mermin.

Works by Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a women's tradition in fiction, women writers' conceptions of themselves and their work,

and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Brontë*) as well as several novels.]

**WOMNS 450/650 The Lenses of Gender (also Psychology 450 and 650)**

Fall. 4 credits. Prerequisite: Permission of instructor. Limited to 18 seniors and graduate students. No preregistration; interested students should attend first class session.

Graduate students sign up for Psychology/Women's Studies 650.

S. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part one analyzes three important organizing principles or “cultural lenses” that have come to be embedded in the social institutions and the cultural discourses of Western culture: (a) biological essentialism; (b) androcentrism; and (c) gender polarization (including the stigmatizing of homosexuality). Part two analyzes how the individuals living within the context of these lenses are transformed from being male or female newborns to being “masculine” and “feminine” adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part three considers possibilities for social and personal change.

**[WOMNS 451 Women in Italian Renaissance Art (also Art History 450) #]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1994-95.

C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on marriage chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.]

**[WOMNS 455/655 Sexuality, Society, and the State in the Near East (also History 437/657 and NES 456/657)]**

Spring. 4 credits. Permission of instructor required. Limited to 15 students. Not offered 1994-95.

L. Peirce.

A seminar focusing on the ways in which social practice and the needs of the state have interacted to shape norms of sexual behavior and categories of gender and sexual identity. Topics we will examine include sexuality and gender as components in Islamic monarchy; the ways in which society has resisted the state's attempts to define and control sexuality; and the role of sexuality and gender roles in

current political and social debates in the Near East. Special attention will be paid to the role of the legal process in mediating the contending forces of the state and society.]

**WOMNS 456 Social Relations: American History and Female Sexuality (also Society for the Humanities 416)**

Spring. 4 credits.

L. Brown.

In this course we will study depictions of female sexuality in nineteenth- and twentieth-century American literature. As we explore a range of white and African American novels, we will examine the ways in which women's bodies are transformed into symbols of protest and incorporated into national debates such as those about slavery and suffrage. We will discuss the influence of race on notions of purity, chastity, virtue, romance, and sin and debate the ways in which rape, incest, motherhood, and marriage become allegories of American women's historical experiences and goals. In addition, we will explore the ways in which class, race, and political identity determine sexual tragedy or triumph and who becomes “other” based on their sexual legacy.

**WOMNS 459 Educational Innovations in Africa and the African Diaspora (also Africana 459)**

Fall. 4 credits.

N. Assie-Lumumba.

This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African Diaspora. The first part of the course will be concerned with the stages of innovations from their inception to their implementation, resistance, diffusion and impact of different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of Africana Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School in Chicago. The African cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Côte d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.

**[WOMNS 463 The Politics of Contemporary Feminist Theory (also Government 463)]**

Fall. 4 credits. Prerequisite: GOVT 369/WOMNS 269 or permission of instructor. Not offered 1994-95.

N. Hirschmann.

For years the women's movement based its claim to equality on the assertion that men and women are the same. Recently, however, feminist theorists have argued that there are deep, fundamental differences between the sexes: for instances, do women and men view morality differently? What effect does reproduction have on female consciousness? Does women's work produce a particular epistemology, or “way of knowing”? How do

gender, race, class, sexual orientation, etc., influence each other? Drawing on works from political science, psychology, sociology, literary criticism, and philosophy, we will examine a variety of contemporary methods and approaches to feminism, paying particular attention to the issue of "difference" and how claims of difference affect women's claims to equality. In the process, we will examine the "politics" of feminist theory, and what feminism has to offer political science as a discipline.]

**WOMNS 464 Gender and Politics in the Roman World (also Classics 463 and History 463)**

Fall. 4 credits.

J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?

**WOMNS 466 Feminism and Gender Discrimination (also Government 466)**

Spring. 4 credits. Permission of instructor required. No preregistration.

K. Abrams.

This course will introduce students to the major schools of feminist legal theory, including equality theory, difference theory, dominance theory, and anti-essentialism. It will then use these theories as a framework for examining several areas in which the law has attempted to address gender-specific injuries. These will include the workplace (sexual harassment, regulation of fertility, work/family conflict), the family (abortion, surrogacy), and violence against women (rape, spousal abuse, pornography). The course will emphasize analysis and critique of present political and legal responses and formulation of alternative responses. Some previous exposure to legal materials (case law, statutes) is useful, but not required.

**WOMNS 470.02 Studies in the Novel (also English 470.02)**

Fall and spring. 4 credits. Limited to 15 students, juniors and seniors only.

M. Hite.

This seminar will consider six major novels—*Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *The Years* (along with Woolf's unfinished novel/essay *The Pargiters*), and *Between the Acts*—as well as *A Room of One's Own*, *Three Guineas*, and a selection of the shorter essays. We will also look at relevant materials from the diaries and occasionally from the letters. Class members will give at least two presentations over the course of the semester and will be expected to participate regularly in discussions. Some short in-class writings, two major papers (10–15 pages).

**[WOMNS 474 Black Women Writers: Theory in the Flesh (also English 464)]**

Spring. 4 credits. Not offered 1994–95.

H. Mullen.

Black women, while challenging feminism to acknowledge and explore difference among women, have also created a literature in which differences among black women, particularly differences of color and class, are meticulously observed and critically articulated. As collaborators in the creation of Afro-American culture, black women have also written perceptively about the precise inflections of gender that make differences in the experience of black women and black men. This course will focus on textual representations of color, class, and cultural differences within Afro-American communities, especially as these differences influence constructions of female identity in the texts of black women writers, including Nella Larsen, Gwendolyn Brooks, Toni Morrison, Alice Walker, Toni Cade Bambara, Paule Marshall, Adrienne Kennedy, Gayl Jones, Terry McMillan, and Andrea Lee.]

**WOMNS 478 Family and Society in Africa (also Africana 478)**

Fall. 4 credits.

N. Assié-Lumumba.

The family as a social institution is structured according to socioeconomic, historical, political, and cultural specificities. In this course, the topics to be discussed will include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, sex roles, and class differences. The course will also deal with the impact of industrialization and of westernization on the structure of the family in Third World countries. Examples will be drawn from urban and rural communities in industrial/western and agrarian/non-western societies.

**WOMNS 479 Women and Gender Issues in Africa (also Africana 479)**

Spring. 4 credits.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view, women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society; they are economically active and independent and they have an identity independent of men. In this seminar, we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies; the impact of colonial policies on the status of women; gender and access to schooling; women's participation in the economy and politics; the attitudes of African women towards feminism; and the NGO and United Nations Nairobi Conferences on women.

**[WOMNS 481 Latin American Women Writers (also Spanish 492 and Comparative Literature 482) @**

4 credits. Taught in English. Not offered 1994–95.

D. Castillo.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically

Latin American feminine identity. All works will be read in translation (Romance Studies students should read originals of the two works from the Spanish). Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena Maria Viamontes and Gloria Anzaldúa (U.S.A.), and Simone Schwarz-Bart (Guadalupe).]

**WOMNS 490 English Honors Seminar: Mary Wollstonecraft and Mary Shelly (also English 491)**

Fall. 4 credits. Prerequisite: Permission of instructor.

M. Jacobus.

In this seminar we will focus on the writings and the autobiographical constructions of two famous women who were mother and daughter. We will read Mary Wollstonecraft's major writings of the 1780s and 1790s, beginning with her novel, *Mary, and Thoughts on the Education of Daughters*, before taking on her first *Vindication (of the Rights of Men)* and the feminist *Vindication of the Rights of Woman*. We will also read her political writings about the French Revolution, her travel book, *Letters written during a short residence in Sweden, Norway, and Denmark*, and her unfinished novel, *The Wrongs of Woman*, as well as selections from her letters and Godwin's *Memoir of the Author of the Rights of Woman*. In the second part of the course, we will read Mary Shelley's writings, starting with her early *History of a Six Weeks' Tour and Frankenstein; or the Modern Prometheus*. We will also read some of her later novels, including *Valperga*, *The Last Man*, and *Perkin Warbeck*, as well as her incest novel, *Mathilda*, along with selections from her letters and *Journals*. Alongside the primary texts, the seminar will include readings that situate both Mary Wollstonecraft and Mary Shelley in relation to feminist theory and criticism as well as the Romantic movement. You will be expected to contribute an oral report, short papers, and final longer paper.

**WOMNS 491 Virginia Woolf (also English 491)**

Spring. 4 credits.

M. Hite.

This seminar will consider six major novels—*Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *The Years* (along with Woolf's unfinished novel/essay *The Pargiters*), and *Between the Acts*—along with *A Room of One's Own*, *Three Guineas*, and a selection of the shorter essays. We will also look at relevant material from the diaries and occasionally from the letters. Participants will give at least two presentations over the course of the semester and will be expected to participate regularly in discussions. Some short in-class writings, two major papers (10–15 pages).

**[WOMNS 492 George Eliot (also English 491)]**

Fall. 4 credits. Not offered 1994–95.

D. Mermin.

We will read several of Eliot's major novels, from *Adam Bede* to *Daniel Deronda*, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.]

**[WOMNS 493 French Feminisms (also French 493)]**

Fall. 4 credits. Not offered 1994-95.

N. Furman.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous. Taught in English.]

**[WOMNS 499 Directed Study]**

Fall or spring. Variable credit. Prerequisites: one course in women's studies and permission of a faculty member of the Women's Studies Program Board.

Hours to be arranged. Staff.

**[WOMNS 530 Womanist Writing in Africa and the Caribbean (also Africana 530)]**

Fall. 4 credits. Not offered 1994-95.

A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad, will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)]

**[WOMNS 594 Feminist Theory and the History of Art (also Art H 594)]**

Spring. 4 credits. Permission of instructor required.

Karen-edis Barzman.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed by feminists in the field; the political practices and discursive traditions to which the methods belong (liberal feminist, radical feminist, Marxist, semiotic, psychoanalytic, traditional art histories; and the interpretive problems they present in light of social theory and the politics of gender in the mid '90s.

**[WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also Anthropology 600, German Studies 600, and Comp. Lit. 600)]**

Fall. 4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor.

C. A. Martin/B. Povinelli.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.

**[WOMNS 608 African-American Women (also History 608)]**

4 credits. Not offered 1994-95.

M. Washington.

This seminar focuses on nineteenth-century African-American women in the United States and the Caribbean. Emphasis will be on interpretive examination of black women within a gender network, in the black community, and in the larger society. The course format is topical and includes abolition, women's rights, slavery, sexuality, education, and race uplift. Course requirements are (1) attendance and active participation and (2) completion of a 25-30 page paper based on primary research on some aspect of the history of nineteenth-century African-American women.]

**[WOMNS 613 The Political Economy of Gender and Work (also City and Regional Planning 613)]**

Fall. 3 credits.

L. Beneria.

This course focuses on different approaches to the analysis of gender and work, combining economic and feminist theory. Topics include: the significance of economic rationalization and the rhetoric of economics from a feminist perspective, household theory, gender and the labor market, wage differentials, discrimination, labor market policies, gender and technology, economic restructuring and women's work, family and reproductive policies. The empirical material in the course concentrates mostly, but not exclusively, on the United States.

**[WOMNS 614 Gender and International Development (also City and Regional Planning 614)]**

Spring. 3 credits. Not offered 1994-95.

L. Beneria.

This course has four main objectives. The first is to provide an analysis of the location of women in processes of development and to understand the centrality of gender in each case. The second is to examine theoretical and conceptual frameworks for the analysis, including an understanding of gender divisions and their interaction with other forms of inequality such as class, race, and ethnicity. The third is to reflect upon the linkages between the global economy and the gendered macro and micro processes of development. The fourth is to provide a basis for research, practical action, and policy formulation and for evaluating directions and strategies for social change.]

**[WOMNS 618 Feminist Jurisprudence (also GOVT 618 and Law 646)]**

Spring. 4 credits.

K. Abrams.

This course will examine the role of law, and more generally, the role of the state, in perpetuating and remedying women's oppression. We will study several paradigmatic feminist legal theories, including equality, difference, dominance, and various anti-essentialist theories (e.g., intersectional, post-structuralist). Among the questions we will consider: How does the law help to construct gender? In what way does the law interact with cultural images and assumptions dealing with women, thus perpetuating women's oppression? To what extent can a set of institutions implicated in women's oppression be used to remedy it? Can a legal system predicated on the liberal assumptions of a unitary, pre-political, autonomous self accommodate feminist accounts of social

construction, constrained "choice" or decentered subjects? What methods have feminists used to argue in and about the law and do these methods themselves have the potential to transform legal thinking? Although we will consider a number of practical applications (spousal abuse, pornography, fertility, and the workplace), the course will be more theoretical in its orientation than Government 466. Among the theorists studied will be Richard Wasserstrom, Christine Littleton, Robin West, Joan Williams, Catharine MacKinnon, Patricia Williams, Martha Mahoney, Angela Harris, William Eskridge, Janet Halley, Zillah Eisenstein, Vicki Schultz, and Katherine Bartlett.

**[WOMNS 621 Lesbian, Gay, and Bi-sexual Studies]**

Fall. 4 credits. Not offered 1994-95.

C. A. Martin.

The purpose of this seminar is twofold: (1) to explore recent work in the field of lesbian and gay studies with particular emphasis on cultural theory; and (2) to provide graduate students with the opportunity to pursue their individual research projects in a collaborative setting. The first part of the semester will be devoted to a discussion of critical debates and texts in this emerging field, and the second half to students' presentations of their work.]

**[WOMNS 626 Graduate Seminar in the History of American Women (also History 626)]**

Spring. 4 credits. Limited to graduate students.

M. B. Norton.

A reading and research seminar intended for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.

**[WOMNS 631 Gender and Culture (also Anthropology 621)]**

Fall. 4 credits.

K. March.

Extended consideration of the anthropological issues surrounding sex and gender introduced in ANTHR/WOMNS 321. The discussion seminar portion of this course will emphasize contemporary theories of gender within anthropology and build specifically toward the formulation of important research problems in the field. Graduate students only.

**[WOMNS 633 Women Writers in the Middle Ages (also English 633)]**

Fall. 4 credits. Not offered 1994-95.

A. Galloway.

This course will study women writers of the Middle Ages, while examining some of the methodologies—medieval and modern—for assessing these women's works and lives. The first weeks will be spent reading Marie de France, a selection of poems "praising" and "blaming" women and marriage, surveying medieval "theories about femininity"—including misogyny of the more obvious and perennial varieties—and putting beside these selected modern essays. The balance of the course will concentrate on the works and contexts of women writers in the later Middle Ages, especially Margery Kempe, Julian of Norwich, Catherine of Siena, and Christine of Pisan, interlacing study of these with some excerpts from male writers in the same general traditions. Study of the later writers will include emphasizing the ways that the women writers interacted with their male intellectual peers and with their literary,



religious, and philosophical traditions; we will seek to define within these living and intellectual contexts the kinds of authority and vision these women developed. Time permitting, some women writers of the sixteenth century may be included.]

**WOMNS 636 Comparative History of Women and Work (also ILR 636)**

Spring. 4 credits. Disc/sem.

Ileen DeVault.

This seminar will explore the similarities and differences among different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Comparative examples will be taken from the United States, Europe, and the Third World.

**[WOMNS 660 Gender in Nineteenth-Century America (also English 661)]**

4 credits. Not offered 1994-95.

S. Samuels.

A study of the relation between historical experience and literary texts. We will examine from the perspectives of both historical and literary analysis the rise of women writers, the novel's preoccupation with conflicts between men and women, the cultural uses of feminism and antifeminism, and the impact of the new woman. Bringing traditional literary texts—novels and poetry—into dialogue with “nonliterary” writings like journalism, political treatise, social reform manifestos, and etiquette books, we will draw on the methods and theories of cultural history and literary criticism to ask how gender relations and the history of women bear on the plots, discourses, and images of literary texts. A tentative reading list would include Susannah Rowson's *Charlotte Temple*, Lydia Maria Child's *The Mother's Book*, Catherine Beecher's *A Treatise on Domesticity*, Nathaniel Hawthorne's *The Blithedale Romance*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Herman Melville's *Pierre*, poems by Emily Dickinson and Walt Whitman.]

**WOMNS 670 Feminist Political Theory (Graduate Seminar) (also Government 671)**

Spring. 4 credits. Open to undergraduates who have taken GOV/WS 463 or other courses in feminist theory and who have the permission of the instructor.

N. Hirschmann.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise.

**[WOMNS 671 Feminist Methods (also Rural Sociology 771)]**

Spring. 4 credits. Not offered 1994-95.

S. Feldman.

Employing a sociology of knowledge perspective and comparative approach within the social science, this course will review and analyze contemporary themes in the feminist epistemological critique of sociological methods. The course will begin by identifying what constitutes mainstream explanations

within the social sciences, introduce early feminist challenges to androcentric paradigms, move to examine the philosophical and postmodern challenge, and then outline issues critical to “doing fieldwork.” In the latter section, we will examine studies that address issues of class, race, ethnicity, and constructions of otherness.]

**WOMNS 672 The Theory and Policy of Feminist Issues (also Government 672)**

Fall. 4 credits. Limited to 20 students.

M. Katzenstein and N. Hirschmann.

This course will explore the intersections of theory and policy in feminist scholarship through the lens of several issues of key importance in contemporary feminist politics. The course takes as its foundation the premise that most feminist issues need to be approached from a multidisciplinary perspective to be understood fully, and that feminist theory and policy are integrally related to one another. Focusing on such issues as domestic violence, pornography, welfare, and the military, we will approach each of these issues from a variety of theoretical and empirical perspectives in order to understand both the political and theoretical underpinnings of existing policy as well as the political and theoretical implications of various feminist prescriptions and suggestions for policy change.

**WOMNS 680 Twentieth-Century Women's Poetry (also English 680)**

Spring. 4 credits.

P. Janowitz.

This will be a reading and discussion seminar on poets of the twentieth century who are women, in order to explore not only the poetry but the stance of the poet in regard to gender. For example: Elizabeth Bishop did not wish to be regarded as a “Woman Poet.” What are some of the particular problems encountered by women poets of this century? We will consider, by means of essays, biographic, and critical works, the processes—mental, emotional, social, and intellectual—by which these women attempted to shape a poetic esthetic. Students will be required to select two texts from the syllabus and to lead seminar discussions of these works; in addition, they will write a final paper in which at least one of the readings is related either to aspects of technique or esthetic philosophy. Suggested readings for the course include selections from the writings of such poets as Millay, H.D., Bogan, Brooks, Moore, Rich, Plath, Levertov, or others to be decided on among seminar participants.

**[WOMNS 690 Feminist Criticism (also German Studies 690)]**

Fall. 4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German recommended but not required. Not offered 1994-95.

C. A. Martin.

This course is designed to explore developments in feminist literary theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts and by raising questions about the implications for feminism of competing critical strategies in the general field of literary theory; the relations between feminism and established critical schools; the tension in feminist Germanistik between critical attention to the “male canon” and the construction of a

female literary tradition; the impact on German feminism(s) of their translations of French and American work; the impact and treatment of the Nazi period; the effects of the East-West divide on development in Germany; the impact on feminist literature and criticism of Third World women in Germany; and approaches in Germany to imperialism and racism.]

**[WOMNS 692 Hispanic Feminisms (also Romance Studies 690)]**

Spring. 4 credits. Taught in Spanish. Not offered 1994-95.

D. Castillo.

This seminar is designed to explore the interrelationship of feminist literary theory and the narrative production of the Hispanic world. In this inquiry, we will be developing feminist critical methodologies (based on readings of essays by thinkers such as Castellanos, and Glantz) and defining strategies or possibilities for feminist criticism(s). Finally, we will study the ways in which feminist analyses of literature alter our readings of texts by men (Isaacs, Cortázar, Onetti, García Lorca) as well as by women (Pardo Bazán, Tusquets, Valenzuela, Garro), and how they change our conception of criticism and the task of the critic.]

**WOMNS 699 Topics in Women's Studies**

Fall or spring. Variable credits.

Staff.

Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

**[WOMNS 705 Feminist Literary Theory (also English 705)]**

4 credits. Not offered 1994-95.

M. Jacobus.]

**[WOMNS 733 Literary Anti-Feminism (also English 733)]**

4 credits. Not offered 1994-95.

L. Brown.]

**Writing Program**

See “John S. Knight Writing Program.”

**FACULTY ROSTER**

- Abrams, Kathryn, J. D., Yale Law. Assoc. Prof., Ethics and Public Life
- Abrams, Meyer H., Ph.D., Harvard U. Class of 1916. Professor of English Emeritus, English
- Abruna, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Prof., Chemistry
- Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center
- Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
- Agawu, V. Kofi, Ph.D., Stanford U. Assoc. Prof., Music
- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics
- Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry
- Alexander, James P., Ph.D., U. of Chicago. Assoc. Prof., Physics/LNSQ
- Allmendinger, Richard W., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC\*
- Altschuler, Glenn C., Ph.D., Cornell U. Prof., American Studies

- Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP\*
- Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English
- Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies, Government
- Archer, Richard J., M.A., U. of Missouri at Kansas City. Asst. Prof., Theatre Arts
- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
- Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP\*
- Assiè-Lumumba, N'dri, Ph.D., U. of Chicago. Asst. Prof., Africana Studies/Women's Studies
- Attoh, Kodjopa, Ph.D., Northwestern U. Assoc. Prof., Geological Sciences
- Austin, William W., Ph.D., Harvard U. Given Foundation Professor of Musicology Emeritus, Music
- Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof. Industrial and Labor Relations/Sociology
- Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry
- Barazangi, Muawia, Ph.D., Columbia U. Prof., Geological Sciences/INSTOC#
- Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
- Barzman, Karen-Edis, Ph.D., Johns Hopkins U. Asst. Prof., History of Art
- Bassett, William A., Ph.D., Columbia U. Prof., Geological Sciences
- Basu, Kaushik, Ph.D., London School of Economics (England). Prof., Economics
- Bathrick, David, Ph.D., U. of Chicago. Prof., German Literature and Theatre Arts
- Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
- Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof., History
- Begley, Tadhg P., Ph.D., California Inst. of Technology. Assoc. Prof., Chemistry
- Bell, Eleanor O., Ph.D., U. of California at Berkeley. Asst. Prof., Sociology
- Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies
- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Bereaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
- Berger, Anne, Ph.D., Paris VII (France). Assoc. Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNSQ
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof., Government/Near Eastern Studies
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bestor, Theodore C., Ph.D., Stanford U. Assoc. Prof., Anthropology
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus, Physics
- Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History
- Billera Louis J., Ph.D., City U. of New York. Prof., Mathematics/Operations Research and Industrial Engineering
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music, Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Geological Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Assoc. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof., English
- Bittman, Dina, Ph.D., U. of Wisconsin at Madison. Asst. Prof., Computer Science
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blass, Elliott M., Ph.D., U. of Virginia. Prof., Psychology
- Bloom, Arthur L., Ph.D., Yale U. Prof., Geological Sciences/INSTOC#
- Bloom, Bard, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Asst. Prof., Physics/LASSP\*
- Bodman, Nicholas C., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Borneman, John W., Ph.D., Harvard U. Asst. Prof., Anthropology
- Borstelmann, Thomas, Ph.D., Duke U. Asst. Prof., History
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Modern Languages and Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Bramble, James H., Ph.D., U. of Maryland. Prof., Mathematics
- Brann, Ross, Ph.D., New York U. Assoc. Prof., Judeo-Arabic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature (Asian Studies)
- Breiger, Ronald L., Ph.D., Harvard U. Prof., Sociology
- Bronfenbrenner, Urie, Ph.D., U. of Michigan, Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Geological Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Brown, Lawrence D., Ph.D., Cornell U. Prof., Mathematics
- Brown, Lois, Ph.D., Boston College. Asst. Prof., English
- Brown, Stuart M., Jr., Ph.D., Cornell U. Prof. Emeritus, Philosophy/Science and Technology Studies
- Brown, Theodore M., Ph.D., U. of Utrecht (Netherlands). Prof. Emeritus, History of Art
- Browne, E. Wayles III, Ph.D., U. of Zagreb (Yugoslavia). Assoc. Prof., Modern Languages and Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Assoc. Prof., Human Development and Family Studies/Women's Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., Government
- Bullock, Robert, Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Chemistry
- Burns, Joseph A., Ph.D., Cornell U. Prof., Astronomy/Theoretical and Applied Mechanics/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Calkins, Robert G., Ph.D., Harvard U. Prof., History of Art
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC#
- Cao, Jianguo, Ph.D., U. of Pennsylvania. Asst. Prof., Mathematics
- Caputi, Anthony F., Ph.D., Cornell U. Prof., Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Clare, Ph.D., U. Mass. Asst. Prof., Computer Science
- Carmichael, Calum M., B. Litt, Oxford U. (England). Prof., Comparative Literature/Biblical Studies
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry
- Carroll, Noel, Ph.D., U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Carstens, Vicki, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics/Africana Studies
- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LNSQ
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M. III, Ph.D., Princeton U. Prof., Geological Sciences
- Chase, Cynthia, Ph.D., Yale U. Assoc. Prof., English
- Chase, Stephen U., Ph.D., U. of Chicago. Prof., Mathematics
- Chen, Zhen-Qing, Ph.D., Washington U. Asst. Prof., Mathematics
- Chernoff, David F., Ph.D., U. of California at Berkeley. Assoc. Prof., Astronomy/CRSR
- Chester Geoffrey V., Ph.D. King's Coll. London (England). Prof., Physics/LASSP\*
- Chierchia, Gennaro, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Modern Languages and Linguistics
- Christensen, Thomas, Ph.D., Columbia U. Asst. Prof., Government
- Cisne, John L., Ph.D., U. of Chicago. Prof., Geological Sciences/INSTOC#
- Clardy, Jon C., Ph.D., Harvard U. Horace White Professor of Chemistry, Chemistry
- Clark, M. Gardner, Ph.D., Harvard U. Prof., Industrial and Labor Relations/Economics
- Clinton Kevin M., Ph.D., Johns Hopkins U. Prof., Classics
- Cochran, Sherman G., Ph.D., Yale U. Prof., History
- Cohen, Marshall M., Ph.D., U. of Michigan. Prof., Mathematics
- Cohen, Walter I., Ph.D., U. of California at Berkeley. Prof., Comparative Literature
- Cohn, Abigail, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics
- Colby-Hall, Alice M., Ph.D., Columbia U. Prof., Romance Studies
- Coleman, John E., Ph.D., U. of Cincinnati. Prof., Classics
- Coleman, Thomas F., Ph.D., U. of Waterloo. Prof., Computer Science
- Collins, Christopher T., Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Modern Languages and Linguistics
- Collum, David B., Ph.D., Columbia U. Prof., Chemistry

- Connelly, Robert, Ph.D., U. of Michigan. Prof., Mathematics
- Constable, Robert L., Ph.D., U. of Wisconsin. Prof., Computer Science
- Cooke, W. Donald, Ph.D., U. of Pennsylvania. Prof. Emeritus, Chemistry
- Cooper, Barbara H., Ph.D., California Inst. of Technology. Assoc. Prof., Physics/LASSP\*
- Cordes, James M., Ph.D., U. of California at San Diego. Prof., Astronomy/NAIC†
- Correll, Barbara, Ph.D., U. of Wisconsin. Asst. Prof., English
- Corson, Dale R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Cotts, Robert M., Ph.D., U. of California at Berkeley. Prof., Physics/LASSP\*
- Cross, William E., Ph.D., Princeton U. Assoc. Prof., Africana Studies and Research Center
- Culler, Jonathan D., D. of Phil., Oxford U. (England). Class of 1916 Professor, English/Comparative Literature
- Cutting, James E., Ph.D., Yale U. Prof., Psychology
- Dannhauser, Werner J., Ph.D., U. of Chicago. Prof. Emeritus, Government
- Darlington, Richard B., Ph.D., U. of Minnesota. Prof., Psychology
- Davis, Michael M., Ph.D., Leiden U. (Netherlands). Adj. Prof., Astronomy/NAIC†
- Davis, N. Gregson G., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Comparative Literature, Comparative Literature/Classics
- Davis, Tom E., Ph.D., Johns Hopkins U. Prof., Economics
- Dear, Peter, Ph.D., Princeton U. Assoc. Prof., History/Science and Technology Studies
- de Bary, Brett, Ph.D., Harvard U. Prof., Japanese Literature (Asian Studies)/Comparative Literature
- Deinert, Herbert, Ph.D., Yale U. Prof., German Literature
- Dennis, Michael A., Ph.D., Johns Hopkins U. Asst. Prof., Science and Technology Studies
- Dennis, R. Keith, Ph.D., Rice U. Prof., Mathematics
- Devenyi, Jutka, Ph.D., U. of California at Santa Barbara. Asst. Prof., Theatre Arts
- DeVoogd, Timothy J., Ph.D., U. of Illinois. Assoc. Prof., Psychology
- Diesing, Molly, Ph.D., U. of Massachusetts at Amherst. Asst. Prof., Modern Languages and Linguistics
- Diffloth, Gérard, Ph.D., U. of California at Los Angeles. Prof., Modern Languages and Linguistics
- DiSalvo, Francis J. Jr., Ph.D., Stanford U. Prof., Chemistry
- Donald, Bruce, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Dotson, Arch T., Ph.D., Harvard U. Prof., Government
- Dotson, Esther G., Ph.D., New York U. Prof. Emeritus, History of Art
- Drell, Persis, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LNSQ
- Dunning, David, Ph.D., Stanford U. Asst. Prof., Psychology
- Durrett, Richard T., Ph.D., Stanford U. Prof., Mathematics
- Dynkin, Eugene B., Dr. of Sci., Moscow U. (USSR). Abram R. Bullis Professor of Mathematics, Mathematics
- Earle, Clifford J., Ph.D., Harvard U. Prof., Mathematics
- Easley, David, Ph.D., Northwestern U. Prof., Economics
- Eddy, Donald D., Ph.D., U. of Chicago. Prof., English
- Edmondson, Locksley G., Ph.D., Queens U. (Canada). Prof., Africana Studies and Research Center
- Ehrenberg, Ronald, Ph.D., Northwestern U. Prof. Industrial and Labor Relations/Economics
- Einaudi, Mario, Ph.D., U. of Turin (Italy). Goldwin Smith Professor of Government Emeritus, Government
- Elias, Robert, Ph.D., U. of Pennsylvania. Goldwin Smith Professor of English Literature and American Studies, Emeritus, English
- Elledge, Scott B., Ph.D., Cornell U. Goldwin Smith Professor of English Literature Emeritus, English
- Elser, Veit, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LASSP\*
- Escobar, José F., Ph.D., U. of California at Berkeley. Prof., Mathematics
- Esman, Milton J., Ph.D., Princeton U. John S. Knight Professor of International Studies, Emeritus, Government
- Ezergailis, Inta M., Ph.D., Cornell U. Prof., German Literature
- Ezra, Gregory S., Ph.D., Oxford U. (England). Prof., Chemistry
- Fajans, Jane, Ph.D., Stanford U. Asst. Prof., Anthropology
- Farrell, Robert T., Ph.D., Fordham U. Prof., English/Medieval Studies/ Archaeology
- Farrell, Roger H., Ph.D., U. of Illinois. Prof., Mathematics
- Fay, Robert C., Ph.D., U. of Illinois. Prof., Chemistry
- Feldshuh, David, Ph.D., U. of Minnesota. Prof., Theatre Arts
- Field, David J., Ph.D., U. of Pennsylvania. Asst. Prof., Psychology
- Fine, Gail J., Ph.D., Harvard U. Prof., Philosophy
- Finlay, Barbara L., Ph.D., Massachusetts Inst. of Technology. Prof., Psychology
- Fitchen, Douglas B., Ph.D., U. of Illinois. Prof., Physics/LASSP\*
- Fortune, Joanne E., Ph.D., Cornell U. Assoc. Prof., Physiology/Women's Studies
- Foster, Harold F., Ph.D., CUNY Graduate Center. Prof., History of Art/Comparative Literature
- Franck, Carl P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP\*
- Frank, Robert H., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Economics, Economics/Ethics and Public Policy
- Frechet, Jean M. J., Ph.D., SUNY Syracuse and Syracuse U. Prof., Chemistry
- Fredericksen, Donald L., Ph.D., U. of Iowa. Assoc. Prof., Theatre Arts
- Freed, Jack H., Ph.D., Columbia U. Prof., Chemistry
- Freeman, John, Ph.D., U. of North Carolina at Chapel Hill. Prof., Organizational Behavior/Sociology
- Fried, Debra, Ph.D., Yale U. Assoc. Prof., English
- Fuchs, Wolfgang H., Ph.D., Cambridge U. (England). Prof. Emeritus, Mathematics
- Furman, Nelly, Ph.D., Columbia U. Prof., Romance Studies
- Gainor, Ellen J., Ph.D., Princeton U. Asst. Prof., Theatre Arts
- Gair, James W., Ph.D., Cornell U. Prof., Modern Languages and Linguistics
- Galik, Richard S., Ph.D., Cornell U. Prof., Physics/LNSQ
- Galloway, Andrew, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Ganem, Bruce, Ph.D., Columbia U. Fanz and Elizabeth Roessler Professor of Chemistry, Chemistry
- Gates, Paul W., Ph.D., Harvard U. John Stambaugh Professor of History Emeritus, History
- Gibian, George, Ph.D., Harvard U. Goldwin Smith Professor of Russian Literature, Russian Literature/Comparative Literature
- Gibson, Eleanor J., Ph.D., Yale U. Susan Linn Sage Professor of Psychology Emeritus, Psychology
- Gierasch, Peter J., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Gilbert, Roger S., Ph.D., Yale U. Assoc. Prof., English
- Gilman, Sander L., Ph.D., Tulane U. Goldwin Smith Professor, German Literature and Humane Studies (German Studies)/Psychiatry (History), Cornell Medical College/Comparative Literature
- Gilovich, Thomas, Ph.D., Stanford U. Assoc. Prof., Psychology
- Ginet, Carl A., Ph.D., Cornell U. Prof., Philosophy
- Ginsburg, Judith R., Ph.D., U. of California at Berkeley. Assoc. Prof., Classics
- Giovanelli, Riccardo, Ph.D., Indiana U. Prof., Astronomy/NAIC†
- Gittelman, Bernard, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Goetz, Kent, M.F.A., U. of Wisconsin at Madison. Asst. Prof., Theatre Arts
- Gold, Daniel, Ph.D., U. of Chicago Divinity School. Assoc. Prof., Asian Studies
- Gold, Thomas, Ph.D., Cambridge U. (England). John L. Wetherill Professor of Astronomy Emeritus, Astronomy/CRSR†
- Goldsmith, Paul F., Ph.D., U. of California at Berkeley. Prof., Astronomy/NAIC†
- Gottfried, Kurt, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Gottweis, Herbert, Ph.D., U. of Vienna (Austria). Assoc. Prof., Science and Technology Studies
- Grant, Keith, M.F.A., Yale U. Asst. Prof., Theatre Arts
- Greene, Brian R., Ph.D., Oxford U. Assoc. Prof., Physics/LNSQ
- Greene, Sandra E., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Greenwood, Davydd J., Ph.D., U. of Pittsburgh. John S. Knight Professor of International Studies, Anthropology
- Greisen, Kenneth I., Ph.D., Cornell U. Prof. Emeritus, Physics
- Gries, David J., Ph.D., Technische Hoch., München (Germany). William L. Lewis Professor of Engineering, Computer Science
- Grimes, Joseph E., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Groos, Arthur, Ph.D., Cornell U. Prof., German Literature/Medieval Studies
- Gross, Leonard, Ph.D., U. of Chicago. Prof., Mathematics
- Gross, Mark, Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Grossvogel, Anita V., Ph.D., Cornell U. Assoc. Prof., Romance Studies
- Grossvogel, David I., Ph.D., Columbia U. Goldwin Smith Professor of Comparative Literature and Romance Studies, Romance Studies/Comparative Literature
- Guckenheimer, John, Ph.D., U. of California at Berkeley. Prof., Mathematics
- Gunn, Edward M., Jr., Ph.D., Columbia U. Prof., Chinese Literature (Asian Studies)
- Hagfors, Tor, Ph.D., U. of Oslo (Norway). Prof. Emeritus, Astronomy/Engineering/NAIC†

- Hall, Robert A. Jr., Litt. D., U. of Rome (Italy). Prof. Emeritus, Modern Languages and Linguistics
- Halpern, Bruce P., Ph.D., Brown U. Prof., Psychology/ Biological Sciences
- Han, Shin-Kap, Ph.D., Columbia U. Asst. Prof., Sociology
- Hand, Louis N., Ph.D., Stanford U. Prof., Physics/LNS¶
- Hannan, Michael T., Ph.D., U. of North Carolina. Henry Scarborough Professor of Social Sciences, Sociology
- Harbert, Wayne E., Ph.D., U. of Illinois. Prof., Modern Languages and Linguistics
- Harris, Robert L., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Harris-Warrick, Rebecca, D.M.A., Stanford U. Asst. Prof., Music
- Hartill, Donald L., Ph.D., California Inst. of Technology. Prof., Physics/LNS¶
- Hartman, Paul L., Ph.D., Cornell U. Prof. Emeritus, Physics/Applied and Engineering Physics/LASSP\*
- Hartmanis, Juris, Ph.D., California Inst. of Technology. Walter R. Read Professor of Engineering, Computer Science
- Harwit, Martin O., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Astronomy/CRSR†
- Hassan, Salah, Ph.D., U. of Pennsylvania. Asst. Prof., Africana Studies and Research Center
- Hatch, Martin, Ph.D., Cornell U. Assoc. Prof., Music
- Hatcher, Allen, Ph.D., Stanford U. Prof., Mathematics
- Hay, George A., Ph.D., Northwestern U. Prof., Economics/Law
- Hayes, Donald P., Ph.D., U. of Washington. Prof., Sociology
- Haynes, Martha P., Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Hays, Michael D., Ph.D., U. of Minnesota. Prof., Theatre Arts
- Henderson, David W., Ph.D., U. of Wisconsin. Prof., Mathematics
- Henderson, John S., Ph.D., Yale U. Prof., Anthropology
- Henley, Christopher L., Ph.D., Harvard U. Assoc. Prof., Physics/LASSP\*
- Henzinger, Thomas A., Ph.D., Stanford U. Asst. Prof., Computer Science
- Herrin, W. Lamar, Ph.D., U. of Cincinnati. Prof., English
- Herring, Ronald, Ph.D., U. of Wisconsin at Madison. Prof., Government
- Herter, Terry L., Ph.D., U. of Rochester. Assoc. Prof., Astronomy/CRSR†
- Hester, Karlton, Ph.D., City U. of New York. Asst. Prof., Music
- Hildebrand, George H., Ph.D., Cornell U. Maxwell M. Upson Professor of Economics and Industrial Relations Emeritus, Economics/Industrial and Labor Relations
- Hill, Thomas D., Ph.D., Cornell U. Prof., English/Medieval Studies
- Hines, Melissa A., Ph.D., Stanford U. Assoc. Prof., Chemistry
- Hirschmann, Nancy, Ph.D., Johns Hopkins U. Asst. Prof., Government
- Hite, Molly, Ph.D., U. of Washington. Assoc. Prof., English
- Ho, Wilson, Ph.D., U. of Pennsylvania. Prof., Physics/LASSP\*
- Hockett, Charles F., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics/Anthropology
- Hodes, Harold, Ph.D., Harvard U. Assoc. Prof., Philosophy
- Hoffmann, Roald, Ph.D., Harvard U. John A. Newman Professor of Physical Science, Chemistry
- Hohendahl, Peter U., Ph.D., Hamburg U. (Germany). Jacob Gould Schurman Professor of German Literature, German Literature/Comparative Literature
- Holcomb, Donald F., Ph.D., U. of Illinois. Prof., Physics/LASSP\*
- Holdheim, W. Wolfgang, Ph.D., Yale U. Frederic J. Whiton Professor of Liberal Studies, Emeritus, Comparative Literature/Romance Studies
- Holloway, Thomas H., Ph.D., U. of Wisconsin. Prof., History
- Holmberg, David H., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Holmes, Philip J., Ph.D., Southampton U. (England). Prof., Theoretical and Applied Mechanics/Mathematics
- Hong, Yongmiao, Ph.D., U. of California at San Diego. Asst. Prof. Economics
- Hopcroft, John E., Ph.D., Stanford U. Joseph C. Ford Professor of Computer Science, Computer Science
- Houck, James R., Ph.D., Cornell U. Prof., Astronomy/CRSR†
- Houston, Paul L., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Hsu, John T. H., D. Music, New England Conservatory of Music. Old Dominion Foundation Professor of Humanities and Music, Music
- Hubbard, John H., Doctorat d'Etat, U. de Paris (France). Prof., Mathematics
- Hull, Isabel V., Ph.D., Yale U. Prof., History
- Husa, Karel, Diploma, Paris Conservatory (France). Kappa Alpha Professor of Music, Emeritus, Music
- Huttenlocher, Daniel P., Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Hwang, J. T. Gene, Ph.D., Purdue U. Prof., Mathematics
- Hyams, Paul R., D. Phil., Oxford U. (England). Assoc. Prof., History
- Irwin, Terence H., Ph.D., Princeton U. Prof., Philosophy
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Professor of Geological Sciences, Geological Sciences/INSTOC #
- Isard, Walter, Ph.D., Harvard U. Prof. Emeritus, Economics
- Isbell, Billie J., Ph.D., U. of Illinois. Assoc. Prof., Anthropology
- Isen, Alice M., Ph.D., Stanford U. Prof., Johnson Graduate School of Management/ Psychology
- Jacobus, Mary L., D. Phil., Oxford U. (England). John Wendell Anderson Professor of English, English/Women's Studies
- Janowitz, Phyllis, M.F.A., U. of Massachusetts. Prof., English
- Jarrett, Jon P., Ph.D., U. of Chicago. Assoc. Prof., Philosophy/Science and Technology Studies
- Jasanoff, Jay H., Ph.D., Harvard U. Jacob Gould Schurman Professor of Linguistics, Modern Languages and Linguistics
- Jasanoff, Sheila, Ph.D., J.D., Harvard U. Prof., Science and Technology Studies
- Jeyifo, Biodun, Ph.D., New York U. Prof., English
- John, James J., Ph.D., U. of Notre Dame. Professor of Paleogeography and Medieval History, History
- Johnston, Robert E., Ph.D., Rockefeller U. Prof., Psychology
- Jones, Karen, Ph.D., Cornell U. Asst. Prof., Philosophy
- Jones, Robert B. Jr., Ph.D., U. of California at Berkeley. Prof. Emeritus, Modern Languages and Linguistics
- Jongman, Allard, Ph.D., Brown U. Asst. Prof., Modern Languages and Linguistics
- Jordan, Teresa E., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#
- Jorden, Eleanor H., Ph.D., Yale U. Mary Donlon Alger Professor of Linguistics Emerita, Modern Languages and Linguistics
- Kahin, George McT., Ph.D., Johns Hopkins U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Kahl, Joseph A., Ph.D., Harvard U. Prof. Emeritus, Sociology
- Kahn, Alfred E., Ph.D., Yale U. Robert Julius Thorne Professor of Political Economy Emeritus, Economics
- Kahn, H. Peter, M. A., New York U. Prof. Emeritus, History of Art
- Kahn, Peter J., Ph.D., Princeton U. Prof., Mathematics
- Kalos, Malvin H., Ph.D., U. of Illinois. Prof., Physics/LASSP\*
- Kammen, Michael G., Ph.D., Harvard U. Newton C. Farr Professor of American History and Culture, History
- Kaplan, Steven L., Ph.D., Yale U. Goldwin Smith Professor of History, History
- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof., Geological Sciences
- Kaske, Carol V., Ph.D., Johns Hopkins U. Prof., English
- Katz, Steven T., Ph.D., Cambridge U. (England). Prof., Jewish History and Religion, Near Eastern Studies
- Katzenstein, Mary F., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Government
- Katzenstein, Peter J., Ph.D., Harvard U. Walter S. Carpenter, Jr., Professor of International Studies, Government
- Kay, Robert W., Ph.D., Columbia U. Prof., Geological Sciences/INSTOC#
- Kay, Suzanne M., Ph.D., Brown U. Assoc. Prof., Geological Sciences/INSTOC#
- Keil, Frank C., Ph.D., U. of Pennsylvania. William R. Kenan, Jr., Professor of Psychology, Psychology
- Kelley, E. Wood, Ph.D., Indiana U. Assoc. Prof., Government
- Kellock, Judith, M. M., Boston U. Asst. Prof., Music
- Kelly, Morgan, Ph.D., Yale U. Asst. Prof., Economics
- Kennedy, William J., Ph.D., Yale U. Prof., Comparative Literature
- Kesten, Harry, Ph.D., Cornell U. Prof., Mathematics
- Keyser, Paul T., Ph.D., U. of Colorado. Asst. Prof., Classics
- Khurana, Beena, Ph.D., U. of California at Berkeley. Asst. Prof., Psychology
- Kiefer, Nicholas M., Ph.D., Princeton U. Henry Scarborough Professor of Social Science, Economics
- Kinoshita, Toichiro, Ph.D., Tokyo U. (Japan). Goldwin Smith Professor of Physics, Physics/LNS¶
- Kirkwood, Gordon M., Ph.D., Johns Hopkins U. Frederick J. Whiton Professor of Classics Emeritus, Classics
- Kirsch, A. Thomas, Ph.D., Harvard U. Prof., Anthropology
- Kirshner, Jonathan, Ph.D., Princeton U. Asst. Prof., Government
- Klein, Richard J., Ph.D., Yale U. Prof., Romance Studies
- Koschmann, J. Victor, Ph.D., U. of Chicago. Prof., History



- Kozen, Dexter, Ph.D., Cornell U. Prof., Computer Science
- Kramnick, Isaac, Ph.D., Harvard U. Richard J. Schwarz Professor of Government, Government
- Kretzmann, Norman, Ph.D., Johns Hopkins U. Susan Linn Sage Professor of Philosophy, Philosophy
- Kronik, John W., Ph.D., U. of Wisconsin. Prof., Romance Studies
- Krumhansl, Carol L., Ph.D., Stanford U. Prof., Psychology
- Krumhansl, James A., Ph.D., Cornell U. Horace White Professor of Physics Emeritus, Physics/LASSP\*
- Kufner, Herbert L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Kuki, Atsuo, Ph.D., Stanford U. Asst. Prof., Chemistry
- Kuniholm, Peter I., Ph.D., U. of Pennsylvania. Assoc. Prof., History of Art
- LaCapra, Dominick C., Ph.D., Harvard U. Bryce and Edith M. Bowman Professor in Humanistic Studies, History
- LaFeber, Walter F., Ph.D., U. of Wisconsin. Marie Underhill Noll Professor of American History, History
- Lambert, Bernd, Ph.D., U. of California at Berkeley. Prof., Anthropology
- Lambert, William W., Ph.D., Harvard U. Prof. Emeritus, Psychology/Sociology/Antropology
- Landman, Alfred, Ph.D., U. of Amsterdam (Netherlands). Assoc. Prof., Modern Languages and Linguistics
- Lantolf, James P., Ph.D., Pennsylvania State U. Prof., Modern Languages and Linguistics
- Law, Jane Marie, Ph.D., U. of Chicago. Asst. Prof., Asian Studies
- Lawler, Margaret, M. A., San Jose State Coll. Assoc. Prof. Emerita, Theatre Arts
- Lazzaro, Claudia, Ph.D., Princeton U. Prof., History of Art
- Leavitt, Thomas W., Ph.D., Harvard U. Prof. Emeritus, History of Art
- LeClair, André R., Ph.D., Harvard U. Asst. Prof., Physics/LNS¶
- Lee, David M., Ph.D., Yale U. Prof., Physics/LASSP\*
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof. Human Development and Family Studies/Asian American Studies Program
- Leed, Richard L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Legros, Patrick A., Ph.D., California Inst. of Technology. Asst. Prof., Economics
- Lepage, G. Peter, Ph.D., Stanford U. Prof., Physics/LNS¶
- Levitsky, David A., Ph.D., Rutgers U. Prof., Nutritional Sciences/Psychology
- Levitt, Bruce, Ph.D., U. of Michigan. Prof., Theatre Arts
- Levy, Charles S., Ph.D., Cornell U. Prof., English
- Lewis, Philip E., Ph.D., Yale U. Prof., Romance Studies
- Littauer, Raphael M., Ph.D., Cambridge U. (England). Prof., Physics/LNS¶
- Liu, Richard C., Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Livesay, George R., Ph.D., U. of Illinois. Prof., Mathematics
- Long, Franklin A., Ph.D., U. of California at Berkeley. Henry R. Luce Professor of Science and Society Emeritus, Chemistry/Science, Technology, and Society
- Long, Kathleen P., Ph.D., Yale U. Asst. Prof., Romance Studies
- Loring, Roger F., Ph.D., Stanford U. Assoc. Prof., Chemistry
- Lowi, Theodore J., Ph.D., Yale U. John L. Senior Professor of American Institutions, Government
- Lurie, Alison, A. B., Radcliffe Coll. Frederic J. Whiton Professor of American Literature, English
- Lust, Barbara, Ph.D., CUNY. Prof., HDFS/Modern Languages and Linguistics
- Lyons, David B., Ph.D., Harvard U. Prof., Philosophy/Law
- Lyons, Thomas, Ph.D., Cornell U. Assoc. Prof., Economics
- Maas, James B., Ph.D., Cornell U. Prof., Psychology
- McCall, Dan E., Ph.D., Columbia U. Prof., English
- McCann, David R., Ph.D., Harvard U. Assoc. Prof., Asian Studies
- McClane, Kenneth A., M.F.A., Cornell U. W.E.B. DuBois Professor of Literature, English
- McClelland, Peter D., Ph.D., Harvard U. Prof., Economics
- McConkey, James R., Ph.D., State U. of Iowa. Prof. Emeritus, English
- McConnell-Ginet, Sally, Ph.D., U. of Rochester. Prof., Modern Languages and Linguistics/Women's Studies
- McCoy, William John Jr., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- McCoy, Maureen, M.F.A., U. of Iowa. Asst. Prof., English
- McDaniel, Boyce D., Ph.D., Cornell U. Floyd R. Newman Professor of Nuclear Studies Emeritus, Physics/LNS¶
- MacDonald, June Fessenden, Ph.D., Tufts U. Assoc. Prof., Science and Technology Studies/Biochemistry
- McGinnis, Robert, Ph.D., Northwestern U. Prof. Emeritus, Sociology
- McLafferty, Fred W., Ph.D., Cornell U. Prof. Emeritus, Chemistry
- McMillin, H. Scott, Ph.D., Stanford U. Prof., English
- McMurry, John E., Ph.D., Columbia U. Prof., Chemistry
- McPherson, J. Miller, Ph.D., Vanderbilt U. Prof., Sociology
- McWhorter, John, Ph.D., Stanford U. Asst. Prof., Modern Languages and Linguistics
- Majumdar, Mukul K., Ph.D., U. of California at Berkeley. H. T. Warshaw and Robert Irving Warshaw Professor of Economics, Economics
- Mankin, David P., Ph.D., U. of Virginia. Assoc. Prof., Classics
- March, Kathryn S., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Marcus, Phillip L., Ph.D., Harvard U. Prof., English
- Martin, Biddy, Ph.D., University of Wisconsin at Madison. Assoc. Prof., German Literature/Women's Studies
- Masson, Robert T., Ph.D., U. of California at Berkeley. Prof., Economics
- Mazrui, Ali, Ph.D., Oxford U. (England). Senior Scholar, Africana Research and Studies Center
- Mebane, Walter, Ph.D., Yale U. Assoc. Prof., Government
- Mei, Tsu-Lin, Ph.D., Yale U. Hu Shih Prof. of Chinese Literature and Philosophy, Asian Studies
- Meinwald, Jerrold, Ph.D., Harvard U. Goldwin Smith Professor of Chemistry, Chemistry
- Meixner, Laura L., Ph.D., Ohio State U. Assoc. Prof., History of Art
- Melas, Natalie A., Ph.D., U. of California at Berkeley. Asst. Prof., Comparative Literature
- Mermin, Dorothy M., Ph.D., Harvard U. Prof., English
- Mermin, N. David, Ph.D., Harvard U. Horace White Professor of Physics, Physics/LASSP\*
- Messing, Gordon M., Ph.D., Harvard U. Prof. Emeritus, Classics/Modern Languages and Linguistics
- Miguel, Marilyn, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Miller, Richard W., Ph.D., Harvard U. Prof., Philosophy/Science and Technology Studies
- Miller, William T., Ph.D., Duke U. Prof. Emeritus, Chemistry
- Minkowski, Christopher, Ph.D., Harvard U. Asst. Prof., Asian Studies/Classics
- Mitchell, Janet, Ph.D., Northwestern U. Asst. Prof., Economics
- Mitra, Tapan, Ph.D., U. of Rochester. Prof., Economics
- Moen, Phyllis, Ph.D., U. of Minnesota. Assoc. Prof., Human Ecology and Sociology
- Mohanty, S. P., Ph.D., U. of Illinois. Asst. Prof., English
- Monegal, Antonio, Ph.D., Harvard U. Assoc. Prof., Romance Studies
- Monosoff-Pancaldo, Sonya, Artists Diploma, Juilliard School of Music. Prof., Music
- Monroe, Jonathan B., Ph.D., U. of Oregon. Assoc. Prof., Comparative Literature
- Moore, R. Laurence, Ph.D., Yale U. Prof., History
- Morgan, Robert R., M.F.A., U. of North Carolina. Kappa Alpha Prof. of English, English
- Morgenroth, Joyce, M.A., Johns Hopkins U. Assoc. Prof., Theatre Arts
- Morley, Michael D., Ph.D., U. of Chicago. Prof., Mathematics
- Morrison, George H., Ph.D., Princeton U. Prof. Emeritus, Chemistry
- Mullen, Harryette, Ph.D., U. of California at Santa Cruz. Asst. Prof., English
- Murray, Edward, Ph.D., Yale Univ. Prof., Music
- Murray, Timothy, Ph.D., Johns Hopkins U. Prof., English
- Najemy, John M., Ph.D., Harvard U. Prof., History
- Nee, Victor, Ph.D., Harvard U. Goldwin Smith Professor of Sociology, Sociology
- Nelson, Frederick E., Ph.D., U. of Michigan. Assoc. Prof., Geological Sciences
- Nerode, Anil, Ph.D., U. of Chicago. Goldwin Smith Professor of Mathematics, Mathematics
- Ngate, Jonathan, Ph.D., U. of Washington. Assoc. Prof., Romance Studies
- Nicholson, Philip, Ph.D., California Inst. of Technology. Assoc. Prof., Astronomy/CRSR†
- Norton, Mary Beth, Ph.D., Harvard U. Mary Donlon Alger Professor of American History, History
- Nussbaum, Alan, Ph.D., Harvard U. Assoc. Prof., Classics/Modern Languages and Linguistics
- O'Connor, Stanley J., Ph.D., Cornell U. Prof., History of Art
- Ohadike, Don, Ph.D., U. of Jos (Nigeria). Asst. Prof., Africana Studies and Research Center
- Okiihiro, Gary, Ph.D., U. of California at Los Angeles. Assoc. Prof., History/Asian American Studies Program
- Olguin, Ben V., Ph.D., Stanford U. Asst. Prof., English

- Oliver, Jack E., Ph.D., Columbia U. Irving Porter Church Professor Emeritus of Engineering/Geological Sciences/INSTOC#
- Olschner, Leonard M., Dr. Phil. Albert-Ludwigs-Universität, Freiburg i. Br. (Germany). Assoc. Prof., German Literature
- Olzak, Susan, Ph.D., Stanford U. Assoc. Prof., Sociology
- Orear, Jay, Ph.D., U. of Chicago. Prof. Emeritus, Physics/LNSQ
- Owen, David I., Ph.D., Brandeis U. Prof., Ancient Near Eastern and Biblical History and Archaeology, Near Eastern Studies
- Palmer, Robert M., M.M., Eastman School of Music. Given Foundation Professor of Music Composition Emeritus, Music
- Parker, A. Reeve, Ph.D., Harvard U. Prof., English
- Parpia, Jeevak M., Ph.D., Cornell U. Prof., Physics/LASSP\*
- Parratt, Lyman G., Ph.D., U. of Chicago. Prof. Emeritus, Physics
- Parrish, Stephen M., Ph.D., Harvard U. Goldwin Smith Professor of English Emeritus, English
- Patterson, J. Ritchie, Ph.D., U. of Chicago. Asst. Prof., Physics/LNSQ
- Payne, Lawrence E., Ph.D., Iowa State U. Prof. Emeritus, Mathematics
- Pedersen, Paul, Ph.D., New York U. Asst. Prof., Computer Science
- Peirce, Leslie, Ph.D., Princeton U. Assoc. Prof., Ottoman and Islamic History, Near Eastern Studies
- Pelliccia, Hayden, Ph.D., Yale U. Assoc. Prof., Classics
- Pempel, T. John, Ph.D., Columbia U. Prof., Government
- Peterson, Charles A., Ph.D., U. of Washington. Prof., History
- Piedra, Jose, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Piggott, Joan R., Ph.D., Stanford University. Asst. Prof., History
- Pinch, Trevor J., Ph.D., U. of Bath (England). Assoc. Prof., Science and Technology Studies
- Pingali, Keshav K., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Pintner, Walter M., Ph.D., Harvard U. Prof., History
- Platek, Richard, Ph.D., Stanford U. Assoc. Prof., Mathematics
- Pohl, Robert O., Doktor, U. Erlangen (Germany). Prof., Physics/LASSP\*
- Polenberg, Richard, Ph.D., Columbia U. Goldwin Smith Professor of American History, History
- Pollak, Nancy, Ph.D., Yale U. Asst. Prof., Russian Literature
- Pontusson, Jonas, Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Porte, Joel, Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, English/Comparative Literature
- Possen, Uri M., Ph.D., Yale U. Prof., Economics
- Power, Alison G., Ph.D., U. of Alaska. Assoc. Prof., Science and Technology Studies/Ecology and Systematics
- Powers, David S., Ph.D., Princeton U. Prof., Arabic and Islamic Studies, Near Eastern Studies
- Provine, William B., Ph.D., U. of Chicago. Prof., History/Biological Sciences
- Pucci, Pietro, Ph.D., U. of Pisa (Italy). Goldwin Smith Professor of Classics, Classics
- Rabkin, Jeremy A., Ph.D., Harvard U. Assoc. Prof., Government
- Radzinowicz, Mary A., Ph.D., Columbia U. Jacob Gould Schurman Professor of English Emerita, English
- Ramage, Andrew, Ph.D., Harvard U. Prof., History of Art
- Randel, Don M., Ph.D., Princeton U. Given Foundation Professor of Musicology, Music
- Rauch, Monika, Ph.D., Princeton U. Asst. Prof., Computer Science
- Regan, Dennis T., Ph.D., Stanford U. Assoc. Prof., Psychology
- Regan, Elizabeth Adkins, Ph.D., U. of Pennsylvania. Prof., Psychology/Biological Sciences
- Rendsburg, Gary, Ph.D., New York U. Assoc. Prof., Biblical and Semitic Studies, Near Eastern Studies
- Reppy, John D., Ph.D., Yale U. John L. Wetherill Professor of Physics, Physics/LASSP\*
- Rhodes, Frank H. T., Ph.D., U. of Birmingham (England). Prof., Geological Sciences/University President
- Richardson, Robert C., Ph.D., Duke U. F. R. Newman Professor of Physics, Physics/LASSP\*
- Rogers, Joseph T., Ph.D., U. of Rochester. Asst. Prof., Physics/LNSQ
- Roldán, Mary J., Ph.D., Harvard U. Asst. Prof., History
- Rosen, Bernard C., Ph.D., Cornell U. Prof. Emeritus, Sociology
- Rosen, Carol G., Ph.D., Harvard U. Assoc. Prof., Modern Languages and Linguistics
- Rosen, David, Ph.D., U. of California at Berkeley. Assoc. Prof., Music
- Rosenberg, Alex, Ph.D., U. of Chicago. Prof. Emeritus, Mathematics
- Rosenberg, Edgar, Ph.D., Stanford U. Prof., English/Comparative Literature
- Rothaus, Oscar S., Ph.D., Princeton U. Prof., Mathematics
- Rossiter, Margaret, Ph.D., Yale U. Prof., Science and Technology Studies
- Rubin, David L., Ph.D., U. of Michigan. Assoc. Prof., Physics/LNSQ
- Rubinfeld, Ronitt A., Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Rusten, Jeffrey S., Ph.D., Harvard U. Prof., Classics
- Rutten, Andrew, Ph.D., Washington U. Asst. Prof., Government
- Ryan, Thomas A., Ph.D., Cornell U. Prof., Emeritus, Psychology
- Saccamano, Neil, Ph.D., Johns Hopkins U. Assoc. Prof., English
- Sagan, Carl E., Ph.D., U. of Chicago. David C. Duncan Professor in the Physical Sciences, Astronomy/CRSR†
- Sakai, Naoki, Ph.D., U. of Chicago. Assoc. Prof., Asian Studies
- Salpeter, Edwin E., Ph.D., Birmingham U. (England). James Gilbert White Distinguished Professor in the Physical Sciences, Physics/LNSQ/Astronomy/CRSR†
- Salton, Gerard, Ph.D., Harvard U. Prof., Computer Science
- Samuels, Shirley, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- Sanders, Elizabeth, Ph.D., Cornell U. Prof., Government
- Sangren, P. Steven, Ph.D., Stanford U. Assoc. Prof., Anthropology
- Santiago-Irizarry, Vilma, Ph.D., New York U. Asst. Prof., Anthropology and Hispanic American Studies
- Sawyer, Paul L., Ph.D., Columbia U. Prof., English
- Scammell, Michael, Ph.D., Columbia U. Prof., Russian Literature
- Scatterday, Mark D., D.M.A., Eastman Schl. of Music. Asst. Prof., Music
- Schamis, Hector, Ph.D., Columbia U. Asst. Prof., Government
- Schatz, Alfred H., Ph.D., New York U. Prof., Mathematics
- Scheinman, Lawrence, Ph.D., U. of Michigan. Prof., Government
- Scheraga, Harold A., Ph.D., Duke U. George W. and Grace L. Todd Professor of Chemistry Emeritus, Chemistry
- Schneider, Fred B., Ph.D., SUNY at Stony Brook. Prof., Computer Science
- Schuler, Richard E., Ph.D., Brown U. Prof., Economics/Engineering
- Schwarz, Daniel R., Ph.D., Brown U. Prof., English
- Segre, Alberto M., Ph.D., U. of Illinois. Asst. Prof., Computer Science
- Seltzer, Mark, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- Sen, Shankar, Ph.D., Harvard U. Prof., Mathematics
- Senderovich, Savely, Ph.D., New York U. Prof., Russian Literature
- Sethna, James P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP\*
- Seznec, Alain, D.E.S., U. of Paris-Sorbonne (France). Prof., Romance Studies
- Shanley, Kathryn, Ph.D., U. of Michigan. Asst. Prof., English
- Shanzer, Danuta, D.Phil., Oxford U. (England). Prof., Classics
- Shapiro, Gavriel, Ph.D., U. of Illinois at Urbana. Assoc. Prof., Russian Literature
- Shapiro, Stuart L., Ph.D., Princeton U. Prof., Astronomy/Physics/CRSR†
- Shaw, Harry E., Ph.D., U. of California at Berkeley. Prof., English
- Shefter, Martin A., Ph.D., Harvard U. Prof., Government
- Shell, Karl, Ph.D. Stanford U. Robert Julius Thorne Professor of Economics, Economics
- Shiraishi, Takashi, Ph.D., Cornell U. Assoc. Prof., History
- Shoemaker, Sydney S., Ph.D., Cornell U. Susan Linn Sage Professor of Philosophy, Philosophy
- Shore, Richard A., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Shue, Henry, Ph.D., Princeton U. Wyn and William Y. Hutchinson Prof. of Ethics and Public Life
- Shue, Vivienne B., Ph.D., Harvard U. Prof., Government
- Siegel, James T., Ph.D., U. of California at Berkeley. Prof., Anthropology
- Siegel, Sandra F., Ph.D., U. of Chicago. Prof., English
- Sierra, Roberto, M. M., London U. (England). Asst. Prof., Music
- Sievers, Albert J. III, Ph.D., U. of California at Berkeley. Prof., Physics/LASSP\*
- Siggia, Eric D., Ph.D., Harvard U. Prof., Physics/LASSP\*
- Silbey, Joel H., Ph.D., U. of Iowa. President White Professor of History, History
- Silsbee, Robert H., Ph.D., Harvard U. Prof., Physics/LASSP\*
- Silverman, Albert, Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics/LNSQ
- Sjamaar, Reyer, Ph.D., Rijksuniversiteit te Utrecht (The Netherlands). Asst. Prof., Mathematics
- Small, Meredith F., Ph.D., U. of California at Davis. Asst. Prof., Anthropology
- Smillie, John, Ph.D., U. of Chicago. Prof., Mathematics

- Smith, Anne Marie, Ph.D., U. of Essex (England). Asst. Prof., Government
- Smith, Brian, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Smith, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Economics
- Smith, Robert J., Ph.D., Cornell U. Goldwin Smith Professor of Anthropology, Anthropology
- Smith-Lovin, Lynn, Ph.D., U. of North Carolina at Chapel Hill. Assoc. Prof., Sociology
- Sogah, Dotsevi Y., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Sokol, Thomas A., M.A., George Peabody Coll. Prof., Music
- Solá, Donald F., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Somkin, Fred, Ph.D., Cornell U. Prof. Emeritus, History
- Speh, Birgit, Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Spelke, E., Ph.D., Cornell U. Prof., Psychology
- Spillers, Hortense, Ph.D., Brandeis U. Prof., English
- Squyres, Steven W., Ph.D., Cornell U. Assoc. Prof., Astronomy/CRSR†
- Stacey, Gordon J., Ph.D., Cornell U. Asst. Prof., Astronomy/CRSR†
- Staller, George J., Ph.D., Cornell U. Prof., Economics
- Stark, David, Ph.D., Harvard U. Assoc. Prof., Sociology
- Stein, Peter C., Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Steinberg, Michael P., Ph.D., U. of Chicago. Assoc. Prof., History
- Stillman, Michael E., Ph.D., Harvard U. Assoc. Prof., Mathematics
- Stith, Marice W., M.A., Ohio State U. Prof., Emeritus, Music
- Strang, David, Ph.D., Stanford U. Asst. Prof., Sociology
- Strauss, Barry S., Ph.D., Yale U. Prof., History
- Strichartz, Robert S., Ph.D., Princeton U. Prof., Mathematics
- Strout, S. Cushing, Jr., Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, Emeritus, English
- Stucky, Steven, D.M.A., Cornell U. Prof., Music
- Sturgeon, Nicholas L., Ph.D., Princeton U. Prof., Philosophy
- Sturmfels, Bernd, Ph.D., Technische Hochschule Darmstadt (Germany). Assoc. Prof., Mathematics
- Stycos, Joseph M., Ph.D., Columbia U. Prof., Rural Sociology/Sociology
- Subramanian, Devika, Ph.D., Stanford U. Asst. Prof., Computer Science
- Subramanian, Shankar, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
- Suñer, Margarita A., Ph.D., Indiana U. Prof., Modern Languages and Linguistics
- Sweedler, Moss E., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Talman, Richard M., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡
- Tarrow, Sidney G., Ph.D., U. of California at Berkeley. Maxwell M. Upson Professor of Government, Government
- Taylor, Keith W., Ph.D., U. of Michigan. Assoc. Prof., Asian Studies
- Taylor, Peter J., Ph.D., Harvard U. Asst. Prof., Science and Technology Studies
- Teitelbaum, Tim, Ph.D., Carnegie-Mellon U. Assoc. Prof., Computer Science
- Telhami, Shibley, Ph.D., U. of California at Berkeley. Assoc. Prof., Government/Near Eastern Studies
- Terzian, Yervant, Ph.D., Indiana U. James A. Weeks Professor of Physical Sciences, Astronomy/NAIC‡
- Teskey, Gordon L., Ph.D., U. of Toronto, Canada. Prof., English
- Teukolsky, Saul A., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡/Astronomy
- Thorbecke, Erik, Ph.D., U. of California at Berkeley. H. Edward Babcock Professor of Economics and Food Economics, Nutritional Sciences/Economics
- Thorne, Robert E., Ph.D., U. of Illinois. Asst. Prof., Physics/LASSP\*
- Thorp, James O., M.F.A., U. of North Carolina at Greensboro. Asst. Prof., Theatre Arts
- Tierney, Brian, Ph.D., Pembroke College of Cambridge U. (England). Bryce and Edith M. Bowman Professor in Humanistic Studies Emeritus, History
- Tigner, Maury, Ph.D., Cornell U. Hans Bethe Prof. of Physics, Emeritus, Physics/LNS‡
- Tittler, Jonathan P., Ph.D., Cornell U. Prof., Romance Studies
- Tomasi, Carlo, Ph.D., Carnegie Mellon U. Asst. Prof., Computer Science
- Toueg, Sam, Ph.D., Princeton. Prof., Computer Science
- Travers, William B., Ph.D., Princeton U. Prof., Geological Sciences
- Trefethen, Lloyd N., Ph.D., Stanford U. Assoc. Prof., Computer Science
- Tsiang, Sho-Cheih, Ph.D., London School of Economics (England). Prof. Emeritus, Economics
- Turcotte, Donald L., Ph.D., California Inst. of Technology. Maxwell M. Upson Professor of Engineering, Geological Sciences/INSTOC#
- Turner, James E., Ph.D., Union Graduate School at Antioch College. Assoc. Prof., Africana Studies and Research Center
- Tye, Sze-hoi Henry, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS‡
- Uphoff, Norman T., Ph.D., U. of California at Berkeley. Prof., Government
- Usher, David A., Ph.D., Cambridge U. (England). Assoc. Prof., Chemistry
- Usner, Daniel H., Jr., Ph.D., Duke U. Assoc. Prof., History
- Vanek, Jaroslav, Ph.D., Massachusetts Inst. of Technology. Carl Marks Professor of International Studies, Economics
- Van Coetsem, Frans, Ph.D. U. of Leuven (Belgium). Prof. Emeritus, Modern Languages and Linguistics
- Van Loan, Charles F., Ph.D., U. of Michigan. Prof., Computer Science
- Vaughn, Stephanie, M.F.A., U. of Iowa. Assoc. Prof., English
- Vavasis, Stephen, Ph.D., Stanford U. Asst. Prof., Computer Science
- Veracierto, Marcelo, Ph.D., U. of Minnesota. Asst. Prof., Economics
- Vernon, Kathleen M., Ph.D., U. of Chicago. Asst. Prof., Romance Studies
- Veverka, Joseph F., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Vogelsang, Tim, Ph.D., Princeton U. Asst. Prof., Economics
- Vogtmann, Karen L., Ph.D., University of California at Berkeley. Prof., Mathematics
- Volman, Thomas P., Ph.D., U. of Chicago. Assoc. Prof., Archaeology
- vonEicken, Thorsten, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Wahlbin, Lars B., Ph.D., U. of Göteborg (Sweden). Prof., Mathematics
- Waite, Geoffrey C. W., Ph.D., Princeton U. Assoc. Prof., German Literature
- Waldron, Jeremy J., P.D.Ph., Oxford U. (England). Assoc. Prof., Government
- Walker, Henry A., Ph.D., Stanford U. Prof., Sociology
- Wan, Henry Y., Jr., Ph.D., Massachusetts Inst. of Technology. Prof., Economics
- Washington, Margaret, Ph.D., U. of California at Davis. Assoc. Prof., History
- Wasserman, Ira M., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Waugh, Linda R., Ph.D., Indiana U. Prof., Modern Languages and Linguistics/Comparative Literature/Romance Studies
- Webster, James, Ph.D., Princeton U. Prof., Music
- Weil, Rachel, Ph.D., Princeton U. Asst. Prof., History
- Weiss, John H., Ph.D., Harvard U. Assoc. Prof., History
- West, James E., Ph.D., Louisiana State U. Prof., Mathematics
- Wetherbee, Winthrop, Ph.D., U. of California at Berkeley. Avalon Professor of English and Medieval Studies, English/Medieval Studies/Comparative Literature
- White, William M., Ph.D., U. of Rhode Island. Assoc. Prof., Geological Sciences
- Whitman, John B., Ph.D., Harvard U. Assoc. Prof., Modern Languages and Linguistics
- Widom, Benjamin, Ph.D., Cornell U. Goldwin Smith Professor of Chemistry, Chemistry
- Wiesenfeld, John R., Ph.D., Case Inst. of Technology. Prof., Chemistry
- Wilcox, Charles F., Jr., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Williams, L. Pearce, Ph.D., Cornell U. John Stambaugh Professor of the History of Science Emeritus, Science and Technology Studies
- Williams, Robin M., Jr., Ph.D., Harvard U. Henry Scarborough Professor of Social Sciences Emeritus, Sociology
- Wilson, Robert R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Wilson, Ron, B.G.S., Wichita State U. Asst. Prof., Theatre Arts
- Wolczanski, Peter T., Ph.D., California Inst. of Technology. George W. and Grace L. Todd Professor of Chemistry, Chemistry
- Wolff, John U., Ph.D., Yale U. Prof., Modern Languages and Linguistics
- Wolters, Oliver W., Ph.D., U. of London (England). Goldwin Smith Professor of Southeast Asian History Emeritus, History
- Wong, Shelley, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Wood, Allen W., Ph.D., Yale U. Prof., Philosophy
- Wyatt, David K., Ph.D., Cornell U. Prof., History
- Yan, Tung-Mow, Ph.D., Harvard U. Prof., Physics/LNS‡
- Young, Martie W., Ph.D., Harvard U. Prof., History of Art
- Zabih, Raman, Ph.D., Stanford U. Asst. Prof., Computer Science
- Zaslav, Neal A., Ph.D., Columbia U. Prof., Music
- Zax, David B., Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
- Zec, Draga, Ph.D., Stanford U. Asst. Prof., Modern Languages and Linguistics

\*Laboratory of Atomic and Solid State Physics.

†Center for Radiophysics and Space Research.

‡National Astronomy and Ionosphere Center.

¶Laboratory of Nuclear Studies.

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